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Pictures of
The Intellectual Orientation
of Partially-sighted Children

By

S. W. van der Merwe, B.A., M.Ed.

REPRESENTING
A PSYCHO-PEDAGOGICAL QUALITATIVE
APPROACH TO THE EVALUATION
OF INTELLIGENCE WITHIN
THE SCHOOL SITUATION

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201884

PICTURES OF
THE INTELLECTUAL ORIENTATION
OF PARTIALLY-SIGHTED CHILDREN

by

S. W. van der Merwe, B.A., M.Ed.

AMERICAN FOUNDATION FOR THE BLIND
15 WEST 16TH STREET
NEW YORK, NY 10011
REPRESENTING

A psycho-pedagogical Qualitative Approach to the
Evaluation of Intelligence within the school situation.



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CONTENTS.

CHAPTER ONE.

The Problem of the Intellectual Orientation of Partially sighted Children.

A. The Nature of the Problem	1
B. Aim	5
C. Method	5

CHAPTER TWO.

Pictures of the Intellectual Orientation of Partially-sighted Children.

Franky	8
Harry	18
Collette	31
Redgy	42
Joseph	55
Bula	66
Morris	78
Amie	90
Cynthia	100

CHAPTER THREE.

Conclusion.

A Critical Review, together with Recommendations.

A. Introduction	107
B. The Scholastic Attunement	108
C. A Structural Picture of the Intellectual Orientation	115
D. Recommendations	121
I. Introduction	121
II. The Visual Problem as it Affects Intellectual Orientation.	122
III. Didactical Implications of the Visual Problem.	
1. An Important Didactical Aim	124
2. Equipment, Methods and Materials.	
(a) School Equipment	124
(b) The Curriculum	125
(c) Visual Aids	125
3. The Close-up Approach	125
IV. The Pedagogical Implications of the Spiritual and Affective Phenomena which collectively determine the child's scholastic attunement	126
1. Pedagogical Relations at Home	127
2. Pedagogical Relations at School	127
3. The Role of the Teacher	127
4. Summary	128
Graphic Illustrations	130-133



CHAPTER ONE.

THE PROBLEM OF THE INTELLECTUAL ORIENTATION OF PARTIALLY-SIGHTED CHILDREN.

A. THE NATURE OF THE PROBLEM.—The Intelligence

Test, which has come to be so extensively used in educational practice in the course of the past half-century, undoubtedly owes its popularity to the need it filled so exquisitely in a world which has predominately been a naturalistic world. Intelligence as a specific though complex type of endowment common to all members of *homo sapiens*, varying only quantitatively among them, could be measured with this neat, compact and scientific instrument so that the child's natural potential for his further intellectual development and progress within the school situation could be determined.

The error in these views, based on a naturalistic Anthropology, consisted in regarding intelligence as a number of inherited, automatistic functions or capacities of the mind quite separate from the person as a person in an affective and ethical-existential-normative relationship with a particular world of meaning. Furthermore later discoveries, especially those of Selz¹ and Lindworsky² would appear to show that intelligence has more around the bones than what the abstraction of bare inherent capacities would suggest. What is tested in the testing situation is not an inherent intelligence or assemblage of abilities and tendencies, but the implementation of knowledge which, specifically, has been acquired by the child himself as a volitional being and within an ethical-existential-normative relationship with a particular world constituted under the influence of pedagogy. The effectivity of the child's performance is the evidence he gives of an acquired spiritual and factual orientation within an abstract intellectual world as a world of intellectual values — values to which he has been attuned under the influence of pedagogy.

The tests, therefore, are not intelligence tests. They have value in so far as they are able to give evidence of a spiritual or — more precisely — a scholastic attunement, and an indication of the level at which an orientation within the intellectual world has been achieved. The emphasis thus passes from an emphasis on determining the restrictions of an unknown and unmeasurable natural potential to an emphasis on a challenge to the pedagogue to seek, locate and alleviate the influences and their causes which enter into the ethical-existential-normative relationship to the world and hamper the individual child and also indivi-

dual groups with common defects in the course of achieving orientation in the intellectual world at optimum levels. Among the groups who have to contend with a common physical defect are partially-sighted children. Very little authentic research in regard to the intellectual development of these children appears to have been undertaken in the past, both here and overseas — a state of affairs which has led to much speculation and controversy on the necessity for separate schools and special education for partially-sighted children. In many cases special provision has been absent altogether and in some cases provision went no further than the inclusion of sight saving classes in schools for the fully-sighted, or else provision was made for mixed classes including both blind and partially-sighted children. These divergent views, which vary from an approach to the partially-sighted child as a "normal child" lacking only a certain percentage of his vision, to the view that he could most conveniently be grouped with the blind, point to a lack of scientific data which could provide the basis for a more adequate understanding of the child and the problem of his intellectual development. Central to the problem of classification is the question of the effects of differences between the relative life situations of partially-sighted children and members of the other groups, and the pedagogical significance such differences have for the intellectual development of partially-sighted children. When these differences are related to the significance they have specifically for intellectual development, a clearer understanding of what more precisely is implicated in the process seen from an ontological point of view would be required.

In a previous volume entitled "The Intellectual World of the Partially-sighted Child,"³ the question of the child's intellect and its development was viewed ontologically within the connotation of the person-world-relationship. Man's existence is rooted in meaning. His world which provides him with life space is one constituted within the meaningfulness which the things within his world have for him. Things viewed objectively within different connotations have, however, very many different meanings which, until discovered, do not exist. Expanding the life space, and thus the intellect, is a question of progressively acquiring such meaning. Constituted within a psychological horizon under the influence of a historical past and a prospective future, meanings tend to be restricted to their significance within the boundary set by the ensuing subjectivity. A subject-object fusion results. To acquire an ever expanding world of meaning requires, therefore, that subjective boundaries be transgressed — that new meaningful situations be entered into and their significance be acquired through cognition on a basis of subject-object distinction and within a context of thematized interrelationships of components,

such cognition being dependent upon the prior knowledge of things and their interrelationships as gathered through previous experience with the concrete world of things. Intellectual development thus has two distinct aspects. It represents an acquired spiritual development which induces the person to assert himself above his subjective state of being and its boundaries, and to reach out to an objective world of truth as a value irrespective of the affective significance the uncovered truth might have for him. In this reaching out he adopts the abstract attitude⁴ as opposed to the concrete attitude. Secondly, intellectual development is represented by acquired concepts which as methods of solution constitute the key to entrance into new meaningful situations and thus to a constant expansion of the life space. The child's acquired intellect as well as the manner of its implementation in the solution of problems provides the necessary evidence of how well or how poorly he is orientated intellectually. Intellectual orientation is an orientation within the abstract world of the symbol and the implementation of the symbol. On the one hand, it is an attitudinal orientation influenced by values, on the other, a factual orientation promoted through adherence to such values. It connotes an acquaintance with and a readiness for the responsible implementation of acquired guides, controls and disciplines at specific levels compatible with age and experience. Rooted in values, such an orientation results from what has by the author been termed a scholastic attunement,⁵ which again is solely a pedagogical concern. A scholastic attunement is a spiritual attunement, implying an attunement towards acceptance of spiritual values, generally, and in relation to the demands of the school situation specifically. It signifies an attunement towards acceptance of the intellectual world itself as a value together with a concern for objective truth, circumspection in judgment, the responsible acceptance of a task, self-application to the task, acceptance of authority, of discipline, of collective justice, the subordination of egocentric needs, the control of emotions, etc. Such an attunement under conditions which support the pedagogical act, results in a favourable affective relationship between the child and didactic material generally, enabling him to assert himself above his subjective state of being and to adopt the necessary abstract attitude to problems within the didactical situation.

The partially-sighted child is, however, a child with a bodily defect, and when he is viewed as a person in communication with his specific world of meaning, the question arises as to the extent to which the defect could contribute towards the constitution of a world the nature of which would be inauspicious for effecting a favourable scholastic attunement and thus for the development of an effective and adequate intellectual orientation; and further, what

implications such an inauspicious person-world relationship would have for the pedagogue. Faced with these problems, our concern with the partially-sighted child in our previous volume has been one of establishing the nature of deleterious influences inherent in the world of the partially-sighted. Considered influences likely to affect the child were posed in three spheres: the physical, the affective and the spiritual. Physically, it was considered that the child would in part be visually isolated from the material world and that he could be expected to be impeded in his intellectual development especially in regard to memory, language and reasoning as a result of vague and ill-defined visual impressions and a poverty of content at the concrete thinking level which constitutes the basis for higher levels of thinking to develop. A special disability, it was considered, would in many cases be related to an inability to perceive wholes together with their details as units. On the affective side the partially-sighted child could be affected in various ways. It has been pointed out by Linschoten that man experiences his being in the world through his body.⁶ Through the body man enters into communication with his world. The partially-sighted child could as a result of his defect (especially in cases where very thick lenses, which greatly magnify the eyes, have to be worn) experience himself through his face as a bodily ugliness — in experience the child *is* in fact his afflicted face as countenance for the other. The evaluation of communicative situations, inclusive of attempts to establish the pedagogical encounter, would be subject to the affective resonance experienced through engagement in the situations in which the child himself is represented as an ugliness and inferiority painfully impressed upon him by the presence of the other, especially where the reassuring smile of the other cannot be perceived at all. An additional danger is rejection by the child of the book, one of the main integrants in the didactical situation. According to Sartre the body in some relationships is bypassed in existence in the landscape. Van den Berg shows that the pain or discomfort of tired eyes is experienced as pain or discomfort in the book in front of one.⁷ In the same way the classroom, the sportsfield, the home and the community could all constitute a series of daily landscapes in which the child experiences his body in the manner in which the tasks involved present themselves. In the words of Van den Berg, the task can become a wearisome task, an unsurmountable hindrance, a task of failure and of shame. An additional danger is rejection of the child by parents and also by peers. The partially-sighted child has as a result of a greater helplessness an increased need for safety and harbourage which, as shown by Langeveld, if not met, precludes exploration.⁸ And feeling rejected by parents and superior sighted peers, feeling ugly and in addition

helpless or incompetent in a material world in which others excel, means existing in a world which continuously confronts one with experiences of rejection, slight, fear, insecurity, shame and humiliation. Under stress of a disrupted emotional world leading to withdrawal and a lack of identification with worthy adults, cultural groups, educational and other social institutions, spiritual development is retarded through a lack of spiritual values which would affect the child both morally and volitionally as well as in his further choice of values.

B. AIM — The present study, which is an extension of the original project described in our former volume, has for its aim a study of the relationship between the posed deleterious influences in the world of the partially-sighted child and the child's intellectual orientation, and finally a consideration of the ortho-pedagogical and ortho-didactical measures that can be resorted to, so that the partially-sighted child may be assisted in his intellectual development.

C. METHOD — The nine pictures, images or patterns of the intellectual orientation of partially-sighted children do not constitute the results of an intelligence test within a naturalistic connotation. The pictures represent the results of a psycho-pedagogical qualitative analysis of these children's scholastic attunement and intellectual orientation within the wider connotation of their person-world relationship, inclusive of the pedagogical relationship. The tests were undertaken by the present author at the Prinshof School for Partially-sighted Children where ten children of all age groups were selected. In our previous volume, "The Intellectual World of the Partially-sighted Child," a detailed explication of the theoretical bases supporting a psycho-pedagogical approach to the child's intellectual orientation was provided together with one complete case study.

The method, of which a detailed description was given in the first volume, is new inasmuch as it incorporates besides a quantitative and qualitative analysis, also a pedagogical analysis, as well as an exploration of the child's world of values in so far as these were considered to be related to the child's intellectual orientation and development. For a more complete description, the reader is kindly referred to the first volume.

Briefly, the method encompasses the following:-

1. *Anamnesis*. The anamnesis covers the pedagogical background, medical history, diagnosis and prognosis of the visual defect, and behavioural patterns of the child in relation to the home, school and other social institutions, and is prepared from information obtained from talks with parents and teachers.

2. The Pedagogical Encounter.
3. The Phenomenological Approach, supported further by a referential schematized guide to the interpretation of spiritual values, affective organization and behavioural patterns within the diagnosticative situation.
4. Use of the following tests for the purpose of soliciting responses:
 - (a) The Williams Intelligence Test for Children with defective vision.⁹
 - (b) Specially constructed tests for testing visual perception and graphic expression.
 - (c) A Reading Test.
 - (d) A Dictation Test.

(The visual perception tests include the perception of wholes. The test material consists of (i) a schematized drawing of a silkworm (see Fig. 1, p. 130); (ii) a drawing of a school (Fig. 2); both drawings appearing on cards twelve inches long; (iii) a drawing of the well-known five-pointed star composed of concentrically arranged but disconnected inverted V's, on a card five inches square (Fig. 3). All three cards have in addition letters of the alphabet printed on them in 12 pt. lettering. The child's reading distance (R.D.) for reading 12 pt. lettering and also the width of the visual field (W.V.F.) at that distance are established with the aid of a specially constructed card holder and sight distancer. The child is then handed the pictures in turn and allowed to inspect each for thirty seconds, after which the card is removed and the child is instructed first to name the picture and then to draw it from memory. Note is taken whether he is able to perceive each picture as a whole and of the extent to which he is able to render a recognizable, factual and integrated reproduction of the picture as a whole inclusive of the letter symbols and smaller distinguishing features. The child's approach to the test material, his affective participation and intentionality are carefully studied and an endeavour is made to establish the reasons for failures where these occur. In addition to the structured material, the child is also presented with the unstructured cards of the Rorschach Technique and the results noted. The latter are, however, not required to be drawn.)

5. A Quantitative Analysis based on norms of the Williams Intelligence Test, the figure of which is viewed as a quantitative index of intellectual orientation (Q.I.).
6. A Qualitative Analysis which includes a niveau and structural analysis (originally introduced into the test-

ing situation by Chorus¹⁰ and a qualitative analysis of reading, spelling, expression in language, reasoning, memory (both auditory and visual), psychic tempo, concentration, attention, affectivity and intentionality.¹¹

7. A pedagogical analysis based on the home and school history and personal contact with parents and teachers.
8. Evaluation and Diagnostication of Responses. — Responses are evaluated in terms of intellectual orientation both quantitatively and qualitatively, and their significance diagnosticated in terms of the pedagogical background and concomitant scholastic attunement. For a complete description of the norms for the qualitative assessment of various aspects of the child's intellectual orientation, the reader is again kindly referred to our previous volume.

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11. cf. Swart, E.: *Kwalitatiewe Analise by die Intelligensie ondersoek van Kinders*. Educ. Studies No. 40. Work Community for the Advancement of Pedagogy, Fac. of Educ., Univ. of Pretoria, 1963.

CHAPTER TWO.

PICTURES OF THE INTELLECTUAL ORIENTATION OF NINE PARTIALLY-SIGHTED CHILDREN.

FRANKY

A. ANAMNESIS.

THE HOME PEDAGOGICAL BACKGROUND AND EARLY SCHOOL HISTORY.

Age: 13 y. 8 m. *Std. IV Quantitative Index (Q.I):* 88

Vis. Acuity (both eyes) 6/60.

I. *Family Constellation:-* Franky is the eldest child in a family consisting of the parents and five children. All the other children have normal vision.

II. *Socio-economic Standards:-* An unsophisticated, working class family. Father a technician in Government service. Mother a full-time housewife. Moral and religious values appear to be fairly well preserved. Economic standards: sub-economic to fair.

III. *Parent-child relations:-* Parents profess to be fond of the children. Mother inclined to be gruff at times; the father withdrawn, phlegmatic and detached. Both parents are somewhat humourless. Relations between the children are reported as fairly good. Franky is, however, annoyed by his brothers at times, and responds with temper tantrums. Maintenance of discipline has devolved upon the mother. Stern measures are seldom necessary and corporal punishment is limited to an "occasional cuff or two." Franky is said to be easily hurt though and is described as a cry-baby. He is, however, very obedient, respects the authority of his parents, and responds well to guidance. In the home he is very quiet (isolated '?') but receives friends as visitors from the neighbouring school which he previously attended.

IV. *Hobbies:-* Adept at making toys. Fond of gardening, also of his school work.

V. *Habits:-* Neat and tidy.

VI. *Developmental History:-*

(1) Pathology. — Normal children's diseases. No family history of defective vision. Birth was normal and no eye defects were noticed. The defect was first discovered at school at the age of eight, and was diagnosed as atrophy of the optic nerve. Received treatment two years later but treatment was unsuccessful.

(2) Locomotion and speech. — Started crawling at six months, walking at eighteen months, and speech at two years.

VII. *Schooling.* — Started schooling at six. Successfully

completed grades and standards one and two. Failed Std. III and Std. IV. Wore thick-lensed glasses in Std. III and was greatly disturbed by the banter of his school mates. Was transferred this year to the school for partially-sighted children and is reported at present to be making good headway.

B. PHENOMENOLOGICAL OBSERVATIONS.
SUPPLEMENTED BY
SCHOOL COMMENTARY AND VIEWED
AGAINST BACKGROUND OF REFERENTIAL
SCHEMA.

I. SPIRITUAL INFLUENCES.

1. *The Status of the Intellectual Task.* — Great esteem is shown for the school, the teacher and the book, but Franky's present interests are more of a mechanical nature than theoretical. He has a strong predilection for the handicrafts and his hobbies include toy construction. His approach to problems frequently lacks objectivity. He is not competitive — in fact his slow psychic tempo allows him very little opportunity for competition. He endeavours, however, to constantly improve on his own past achievements, such improvement affording him great satisfaction. No special interest is shown in ordering and classifying.

2. *Concern for Truth.* — He is frank, sincere and meek; normally circumspect in judgment but not averse to venturing a guess when stumped.

3. *Authority and Guidance.* — He has great respect for authority, responds well to guidance, is obedient, accepts discipline, is repentant, amiable and forgiving.

4. *Volition.* — He applies himself seriously and consistently to the task at hand, has concern for the level at which achievements are rendered and exercises care and whatever control he can muster in the execution of the task. Emotions have consistently to be subjected to the control of reason — and not without considerable effort. Behaviour, is well controlled in the interests of the group.

II. AFFECTIVE INFLUENCES.

The task and the book do not lack appeal but achievements are influenced by emotional involvement resulting in loss of the abstract attitude. Anxiety, feelings of inadequacy and diffidence are manifested by bodily expressions of agitated half smiles, tremor of the arms and hands, and by blindisms.

III. PHYSICAL INFLUENCES.

Lack of co-ordinated vision is controlled by covering one eye at a time with the hands.

IV. SCHOLASTIC ATTUNEMENT.

1. *Spiritual Attunement*. — The spiritual attunement shows evidence of a preponderance of concrete interests to which values and activities associated with abstract theoretical interests on a wider front, may be subordinated — unless, of course, the concrete interests being creative, they provide the stimulus and the means for a progression, under guidance, from the concrete world to the abstract.

Franky is, however, well attuned to values related to the concern for truth, submission to authority and guidance and the implementation of volitional controls.

2. *Affective organization*. — His affective life is seriously disturbed by anxiety, diffidence, sensitivity and feelings of inadequacy arising out of a world of insecurity. These affective states if allowed to persist will hamper his future progress and development.

C. THE NIVEAU ANALYSIS.

Age Level	Items						
8 yrs.	40	41	42	43	44	45	46
9 yrs.	47	48	49	50	51	52	53
10 yrs.	54	55	56	57	58	59	60
11 yrs.	61	62	63	64	65	66	
12 yrs.	67	68	69	70	71	72	
13 yrs.	73	74	75	76	Own Age level.		
14 yrs.	77	78	79				
15 yrs.	80	81					
16 yrs.	82						

Items in bold type have been passed.

I. Quantitative Index: 88.

II. *Profile*: Stable at seven year level with wide spread between eight and 16 year levels, i.e. both below and above Franky's own age level, constituting a disharmonious profile.

III. *Inference*: Retardation. Sound potential. Favourable prognosis.

D. STRUCTURAL ANALYSIS.

I. *Failures in items at and below own age level relying heavily on:-*

- (1) *Language*: 46 53 †54 †55 65 †69 74 76.
- (2) *Memory*: †55 †69.
- (3) *Reasoning and activities of organization*.
 - (a) *Congruency*: †54 58 63 67 70.
 - (b) *Schematization*: 56 57 60.
- (4) *Spatial Orientation*: 66.

† An obelus preceding an item number indicates a cross reference with items concerned with other aspects of the child's intellectual orientation.

II. *Passes in items at and above own age level, relying heavily on:-*

- (1) *Language*: Nil.
- (2) *Memory*: 82.
- (3) *Reasoning and activities of organization*.
 - (a) *Congruency*: 81.
 - (b) *Schematization*: 78 82.
- (4) *Spatial Orientation*: Nil.

III. *Inferences*.

- (1) *Language* is the most serious deficiency contributing to the low Q.I. It is responsible for 61% of the total number of failures below the own age level. And failures commence at the eight year level, while no compensatory passes are attained above the own age level.
- (2) *Memory*. There is nothing wrong with the memory *per se*. The two memory items failed at the ten and twelve year levels, resp. are exclusively language items. (Repetition of sentences). A memory item is passed at the sixteen year level which is not concerned with language but with figures. The difficulty is thus solely related to *what* has to be remembered, viz. language structures.
- (3) *Reasoning and activities of organization*.
 - (a) On a percentage basis these would be second in importance. Considering however that language plays an important role in all verbal problems *language* is again suspected, because successes are attained in both the sub-classes (a) and (b) above the own age level.
 - (b) There is no great disparity between achievements in the two sub-classes (a) and (b).
- (4) *Spatial Orientation* is weak. A failure occurs at the eleven year level with no compensatory pass at or above the own age level.

E. PERCEPTION OF WHOLE.

I. *Measurements*.

Reading distance (12 pt.): 3 ins.

Width of visual field: 3 ins.

(Central fall-out with diffuse vision when both eyes are used).

II. *Score:-*

1. *Structured Material*.

(Pict. 1: "Stones"; Pict. 2: "A school."
Pict. 3: "A Star").

2. *Unstructured Material.*

Quality: Three popular. Two poor.

III. *Approach.*

Affective Responsiveness and Spiritual Activity — Was initially tremulous showing feelings of anxiety and inferiority, but was none the less eager and open for inter-subjective accommodation. Responded readily to acceptance with interest in pictures as a common world of departure. First picture held three inches away, with one eye covered in a strained and puzzled examination of the extreme left section (tail end of worm). Proceeded with a slow, meticulous examination of the other sections, intent on exploration and memorization. Failed first picture. *Reasoned* that second picture must be a school because "there are so many windows and doors." Experienced little difficulty with the last and smaller picture of the star.

IV. *Inference.* — Pictures which exceed the width of the field of vision are apparently not perceived as wholes. They are examined at a distance at which the details can be most clearly seen with the expectation of thus being better able to determine the meaning of what is seen, such meaning being sought in the details themselves. That a different meaning could emerge through gaining a better perspective, even though this may result in a more diffuse image, is not realized. The didactical world of small details and symbols — part of the micro-spatial world — appears to have developed habitually into a world of close proximity to things in which clarity of the detail has to be sought at the expense of perspective of the whole. Where the detail provides a clue that it is not an isolated unit in itself but part of a larger whole, a unitary concept is built up in a combinatory explorative glance based on insight into the details. The picture is not moved farther away from the eyes, but preference is instead given to a clearer view of the parts.

Failure in the case of picture *one*, is thus probably due to weak vision and a restricted field rather than to any form of debility. The response to picture *two* was a *reasoned* response.

Besides the habit of holding things close to the eyes, Franky's affective organization in the form of anxiety and feelings of inferiority must be seen as further contributing to his ineffective exploration.

F. MEMORY.

(See graphic reproductions, pp. 132-133).

I. *Analysis of Reproduction of Impressions:-*

1. *Visual Impressions.*

(1) *The Silkworm.* —

(a) *General resemblance: Fair*, (but only half of the picture

has been drawn due to misjudgment of areas and size of paper.

(b) *Correctness of pattern: Fair.* (Errors in leg pattern).

(c) *Integration of details: Poor.* (Symbols have been omitted).

(2) *The School.*

(a) *General resemblance: Fair,* but only half of the picture has been drawn, due to misjudgment of areas and size of paper.

(b) *Correctness of pattern: Good.*

(c) *Integration of details: Good.*

(3) *The Star.*

(a) *General resemblance: Good.*

(b) *Correctness of pattern: Good.*

(c) *Integration of details: Good.*

(4) *Bead chain.*

(a) *Reproduction of pattern: Good.*

Inference: Recall of visual impressions despite poor vision is fair to good. The lower level of achievement in the case of the picture of the silkworm is due to lack of insight into its meaning.

2. *Auditory Impressions and Recall of Facts.*

(a) Figure series (Item 51). Six figures: Good. Also succeeds in reversed series at 16 yr. level.

(b) Sentences. Fails all items. Poor.

(c) Facts. (Items 52, 72). No failures: Good.

II. *Inference:* Recall of auditory impressions is fair.

Failure in recall of sentences is due to deficiency in language. (Compare analysis of language).

There is no great disparity between visual and auditory recall.

G. READING AND SPELLING.

I. Analysis of responses.

(1) *Association of symbol and sound.* Satisfactory.

(2) *Eye-grasp:* Limited to the individual word.

(3) *Intonation and phrasing:* Absent.

(4) *Tempo* slow but even.

(5) *Approach.*

Reads with one eye covered. Book is held appr. $1\frac{1}{2}$ ins. from the eye.

Use is made of both synthesis and analysis. No errors whatsoever occur in reading.

(6) *Insight and reproduction*: Good.

(7) *Errors in Spelling*.

Spelling is poor. Errors are due mainly to the exclusive use of phonetic spelling applied to his own pronunciation. The visual image of the word is lacking or is not implemented. (*Lekke* instead of *lekker*; *gehaad* instead of *gehad*, etc.). Confusion also occurs in regard to the two double vowels *ei* and *ie*.

II. *Affectivity and Intentionality*:

Slightly tense and agitated but is intentionally very well directed and succeeds in entering into the task with meaning and fervour.

III. *Inference*:

Fluency in reading is affected by weak vision and a restricted eye-grasp. Weakness in spelling is due mainly to the non-implementation of the visual image as a control — a phenomenon which may be directly related to diffuse and weak impressions.

H. EXPRESSION IN LANGUAGE.

I. *Analysis*.

Franky's expression in language suffers from confused and concrete thinking and must be regarded as poor in all respects. The following reply to item 58 will serve as an example. Asked why there should be plenty of railways in South Africa, Franky replies in Afrikaans: "Want die treine op moet laat ry — om die treine te laat ry van die Kaap tot in Pretoria en mense kan vervoer." (Literally: Because the trains on must let run — to let the trains run from the Cape to Pretoria, and people can transport). A further example is contained in his definition of *Surprise*. "Hy't iets gekoop of hulle het iets om vir hom te sê, dan is dit 'n *verrassing*." (He has bought something or they have something to tell him, then it is a surprise). Question: "Why is it a surprise?" Reply: "Want hy weet net om bly te maak." (Because he just knows to make glad). Occasionally, however, Franky shows that he is able to break through to the abstract level, as the following good reply to item 41 shows (similarity between *bread* and *meat*): "Hulle is kosware." (*They are* foodstuffs). In regard to vocabulary, Franky is about a year behind his own age category.

II. *Affectivity and Intentionality*.

Franky's intentionality is affected by anxiety and extreme feelings of shyness and diffidence. He is not intent on clear expression but on gaining acceptance and preserving his faltering status threatened by feelings of insecurity within the testing situation, with resultant loss of the

abstract attitude through emotional involvement and an inability to achieve distance from the task.

In addition the home environment offers very little in the way of values related to the refinements of language and speech.

III. *Inference*: Poor language is due to affective disturbance and the lack of identification with spiritual values related to the use of language.

I. REASONING AND ACTIVITIES OF ORGANIZATION.

I. *Analysis of Responses.*

(1) *Problems involving congruency.*

Five items are failed at and below Franky's own age level. The first of these, *Item 54*, at the ten year level, involves selecting the incongruent components in lists of words. This item was failed because the child did not understand the meanings of the words *tin* and *bat*. He confessed that his answers were mere guesses.

Item 58, also at the ten year level, involves searching for the quadrate component (reasons why there should be plenty of railways, and why children should obey their parents). Replies such as: Plenty of railways are necessary for effective communication, trade, a sound economy, etc.; or, children should obey their parents because it is their duty, are only possible if the child is able to proceed from the concrete to the abstract level in his thinking and if he knows the abstract language names concerned — as these represent the missing quadrate components. In his reply to the question on the railways (see previous section) Franky had a vague idea of what he wanted to say but could not get away from concrete thinking (e.g. the expression "from the Cape to Pretoria") or succeed in finding the suitable abstract words or verbal expressions. Likewise the second question was failed due to the lack of implementation of suitable abstract names: "Children must listen to their parents because they are their parents and they are their children." Franky wished to give expression to his notions on the subject of propriety, but had not the words with which to do so. *Item 70* was failed for the same reasons as those we have just discussed, namely concrete thinking and the lack of lexicological guides and controls.

(2) *Problems involving schematized patterns and their organization.*

Items 56 (establishing number of a house in a street pattern of houses) and item 60 (establishing the time of a burglary) involve the careful mental reconstruction of patterns from data supplied exclusively through the medium

of language, consisting of a variety of complex syntactic structures and embodying various abstract relational terms such as *odd*, *even*, *opposite*, etc. Franky's answers showed that failure was again due to failure in the interpretation of language — in the present instances, reduction of the abstract terms and language constructs to their corresponding sensory images in the macro-spatial world. Organization of patterns involving mainly numerical symbols and quantities in the micro-spatial world however, was successful at the higher age levels (items 77, 78, 82).

Inference: Failure in reasoning and activities of organization is due mainly to deficiencies in language and to ineffective schematization resulting from visual isolation in the macrospatial world.

J. SPATIAL ORIENTATION.

I. Analysis of verbal responses to questions:

- (a) Left and right orientation was found to be satisfactory.
- (b) Orientation in relation to the main directions was unsatisfactory. Could discriminate between east and west but not between north and south.
- (c) A reasoning item at the eleven year level is failed (item 66) which depends upon knowledge of directions.

II. *Inference:* Association of left and right positions with the main directions as a method of solution has not been acquired due either to lack of guidance or to immaturity and lack of responsibility for the self in the spatial world.

K. PSYCHIC TEMPO.

Franky's psychic tempo was found to be very slow throughout the test.

L. RÉSUMÉ.

I. *The Niveau and Structural Analysis.*

Franky attains a quantitative index of 88 based on a disharmonious profile with a wide spread between the eight and sixteen year age levels. The structural analysis shows that language is the main deficiency and that it has affected other aspects of the child's intellectual orientation, such as memory, reasoning and activities of organization.

Briefly, we can note the following:-

- (1) Perception of wholes.
- (a) Franky's vision is seriously affected both in regard to acuity as well as to width of the visual field.
- (b) Pictures which greatly exceed the width of the visual

field (silkworm and school) are not seen as wholes, their meanings are inferred from their details. The approach is from the detail to the whole. In cases where the detail is wrongly interpreted a misinterpretation of the whole results. Greater success is achieved with smaller pictures like the star and Rorschach cards.

(2) Memory.

Both visual and auditory recall are good, with the exception of the auditory recall of language constructs. No great discrepancy between visual and auditory recall was noted.

(3) Reading and Spelling.

Reading proceeds at a slow and even tempo, but is accompanied by insight. Eye-grasp is restricted and phrasing and intonation are absent.

Spelling is poor. The approach is entirely phonetic with the visual image, as a control, completely lacking.

(4) Expression in language is affected by confused and concrete thinking and is poor in all respects.

(5) Reasoning and organizational activities are seriously affected but mainly through deficiencies in language and deficiencies in mental organization as related to the macro-spatial world.

(6) Spatial orientation is poor in regard to directions.

(7) The psychic tempo is slow throughout.

II. *Influences affecting the Quality of Achievements.*

(1) *The Visual Defect as a Physical Influence.*

(a) Our measurements showed that vision was severely restricted (RD 3", WVF 3", accompanied by a central fall out).

(b) Restricted vision has resulted in an acquired close-up approach to didactical material which prohibits perspective and hampers the perception of wholes which exceed the width of the visual field.

(c) It is a suspected influence in the restriction of the eye-grasp to the individual word affecting phrasing, intonation and tempo.

(d) It is also a suspected influence in what appears to be a lack of development of the visual images of words as guides and controls in reading and spelling.

(e) It is also suspected of hampering visualization and suspension of the visual image in the act of schematization and organization concerned with wholes covering larger areas in the macro-spatial world, as a result of visual isolation from these in experience.

(f) It has undoubtedly contributed its share towards re-

tardation in the development of language due to the difficulties presented by the reading task.

(2) *The Scholastic Attunement.*

(a) *Affectivity.*

Anxiety, diffidence and feelings of inadequacy were noted to affect:-

- (i) Expression in language.
- (ii) Reasoning and activities of organization as a result of the concrete attitude.
- (i) Expression in language is further affected by lack of identification with spiritual values related to the correct use of language. Franky appears to be totally unconcerned about the extreme clumsiness which characterizes his use of language.
- (ii) Reasoning is further affected by a too moderate identification with theoretical interests — success in the solution of problems provides little elation and the approach lacks keenness and competitiveness.

M. THE PEDAGOGICAL SIGNIFICATION.

The lack of spiritual values related to language and theoretical interests must be seen against the home pedagogical background which offers little in respect to such values, and against the background of the early school history. Attendance at a school for the sighted which resulted in the experience of repeated failure accompanied by a lack of understanding of the problem by teachers and the mockery and banter of schoolmates, has led to feelings of inadequacy in an unsympathetic, competitive world. An inferior self-image and lack of identification with theoretical intellectual interests have resulted. It can be expected that Franky will make good progress in his new school where he has won general acceptance, if he is given the necessary guidance and support.

HARRY.

A. ANAMNESIS.

THE HOME PEDAGOGICAL BACKGROUND AND EARLY SCHOOL HISTORY.

Age: 12 y. 5 m. *Std.* IV. *Quantitative Index* 97.

Vis. Acuity: L. 3/60; R. 3/60.

I. *Family Constellation.* — Harry is the youngest child in a family consisting of the parents and four children. Harry and the eldest brother have defective vision. The other children are normal. A grandmother resides nearby.

II. *Socio-economic Standards.* — The father is a train con-

ductor and the mother a full-time housewife. Moral and religious standards are maintained at a high level. Harry attends, and is very fond of, Sunday School and church services. He is also keen on playing football.

III. *Parent-child relations*. — The father is often away from home for longer or shorter periods, but when at home he is gruff and demanding. Corporal punishment is not resorted to, but the father's attitude evokes fear. The mother and especially the grandmother, are inclined to be over-protective. From six until the age of ten Harry stayed with his grandmother, spending only week-ends at home.

IV. *Hobbies*. — Piano lessons were taken for a time, but were eventually dropped through lack of progress.

V. *Developmental History*. — Birth was premature at seven months. Muscular development was weak and a somewhat asthenic build has been retained. Crawling commenced only after the first year, and walking at two years of age. At two months it was apparent that the child was blind. Blindness was attributed to underdevelopment of the basic brain structure. Perception of light developed at eighteen months and visual acuity has since improved progressively to reach a visual acuity of 3/60, which has been further rectified to 6/60. Speech development, according to the parents, has been normal.

VI. *Schooling*. — Schooling commenced at the age of six at a school for normal children. After a period of two months Harry was, however, transferred to a school for the partially-sighted. He has plodded along somewhat laboriously but has had no set-backs, and has now reached the fourth standard. He is well liked by both his teachers and classmates.

B. PHENOMENOLOGICAL OBSERVATIONS SUPPLEMENTED BY SCHOOL COMMENTARY AND VIEWED AGAINST BACKGROUND OF REFERENTIAL SCHEMA.

I. SPIRITUAL ATTUNEMENT.

1. *The Status of the Intellectual Task*. — Harry has great esteem for the intellectual world represented by the school and its teachers. But, essentially, it is a world aloof — one which does not include and encompass him, but one which in fact overshadows him. It is the teacher's privilege to know, to think and to be wise, not Harry's. His role in the intellectual world is to be respectful, amiable, self-effacing, to make himself available for instruction, to subjugate himself, to allow himself to be led, to be advised and taught what to think without daring to think for himself. Because what he thinks could never measure up to any standard of what would be required. His achievements are achievements which should be hidden away. Harry is thus not himself domicile within a theoretical world.

2. *Concern for Truth.* — Whilst very sincere, candid and truthful, Harry, as can be expected, exercises no circumspection in judgment. Because he does not think, or rather is not able to assume responsibility for thinking independently.

3. *Authority and Guidance.*—Harry is all for the acceptance of authority and guidance — in fact, he is over-dependent upon authority for guidance, whilst authority is held much in awe.

4. *Volition.* — Harry, in line with a lack of self-confidence, does not strive for a high level of achievement. He lacks perseverance and is easily discouraged in the face of difficulties. Emotional control in such circumstances is weak.

II. AFFECTIVE INFLUENCES.

Harry's task is — in the words of van den Berg — “a task of shame.” Especially the written task is a painful denunciation of himself within the intellectual world. It is an open communication to the psycho-pedoist of his inferiority — a communication which he feigns to hide away from himself and from the psycho-pedoist by covering it beneath a smile and by directing attention, not at the task itself but at *his unfortunate inability to use his hand effectively*. Harry suffers from an astasia. And within the grip of physical tension aroused by insecurity and anxiety, he demonstrates his astasia: he is unable to direct the hand which holds the pencil, steadily to the paper to commence a writing task: instead the pencil, gripped tightly between the fingers, is raised until close to the eye, it is then aimed at the paper and in a single tense co-ordinated forward movement jointly supported by the muscles of the trunk head and arm, Harry bends down slowly bringing the pencil down to the point where it is required on the paper. Besides intermittent tremor and unsteadiness of the hands, spasmodic jerks of the head at sudden but quite unimportant noises, Harry also displays an awkward and somewhat unsteady gait. A medical diagnosis should be obtained. But while it is not impossible that etiologically, these symptoms are connected with an early pathological condition of the cerebellum or neural ganglia, combined with defective vision, they are if so connected, palpably maintained and reinforced by fear and feelings of insecurity within the diagnosticative situation and have, important to note, come to acquire a special significance within the didactical situation. In its total set-up the picture is an hysterical one, despite the fact that an organic basis for the symptoms might not be entirely absent. Moreover, all the symptoms noted, inclusive of the awkward gait, are well-known hysterical symptoms.¹ In Harry's case the hysterical nature of his symptoms is defined by their aim in the didactical

situation. The aim must be seen against the background of Harry's feelings of inadequacy and inferiority. He does not believe himself to be capable of achievements at a high level. But his expectancy is that a high level of achievement constitutes an inevitable criterion for acceptance of him by the teacher. In this dilemma a tremor and an astasia absolve him from blame — both self-blame as well as blame from the teacher — for poor written achievements, and by eliciting the teacher's sympathy, the symptoms could secure acceptance and affection. In addition, there being no need for shouldering the responsibility for his work, there is also no necessity for applying himself seriously and attempting to raise the level of his achievements. Kretschmer, an authority on hysterical tremor, points out that weak organs may be chosen as the site of hysterical symptoms. "If a person has always been a little lame, or has had eye trouble, . . . the effect is to heighten the importance of that particular system in his mind. When neurotic breakdown occurs, that system is compliant to the need for symptom formation."²

We have noted the presence of anxiety or anxious responses accompanied by physical tension, in the preceding paragraph. On the surface this finding appears to be contradictory to a finding of hysteria in which — in the naturalistic view — anxiety is supposed to be dissipated as a result of the conversion of psychic excitation into bodily innervation, one of the clinically striking points in hysterics being their lack of conscious fear — their *belle* indifference.³ It is important to bear in mind, however, that whether or not fear is experienced must necessarily depend upon whether the neurotic response has succeeded in its aim or not. Where the response fails the child's world again presents him with a threat to his security. The calm attitude proceeds not from a topological set-up which should normally evoke fear but does not because the psychic energy has been "converted," but probably from the gratifying experience that the threat, which is no less seen and felt, is being successfully circumvented whilst there is not even a feeling of guilt present which could cause concern. The set-up is in fact a constituted situation, constituted jointly by the child and the teacher. Should the teacher obstinately refuse to acknowledge the hysterical drama, the neurotic defences are doomed to failure and anxiety would be increased. Moreover both the spasmodic head jerks and the tremor depend upon a hyper-tonicity of the musculature. (Such a hypertonicity is easily discernible within the diagnosticative situation).

Kretschmer points out that reflexes can be reinforced by a voluntary diffuse tensing of the whole motor system, and considers that tremor patients sustain their reflex

tremor by involuntarily keeping up a slight hypertonicity of the musculature.⁴ We would suggest that the hysteric, not unlike the anxiety neurotic is in fact responding physically to a threat: he is, however, more hopeful in circumventing the threat than the former who has no avenue of escape from his anxiety. From thence the hysteric's indifference. He is whistling hopefully at his fears, but fears they remain because his hopes are based upon a false security.

We conclude, therefore, that Harry's physical tension, his head jerks, tremor and awkward gait are in fact anxiety responses to a faltering security and that he unconsciously capitalizes upon these for the purpose of gaining sympathy and acceptance whilst he is relieved of the responsibility to apply himself to duty and render of his best.

III. SCHOLASTIC ATTUNEMENT.

Harry's scholastic attunement is not conducive to a sound and steady intellectual development. His immaturity — or infantility — his awe of and overdependence on authority, combined with his feelings of inferiority, resulting in what appears to be an hysterical capitulation of the spirit under stress of the demands of the didactical situation, preclude independent thought and exploration and a responsible approach to the world of problems and their solution at the theoretical level.

Moreover, anxiety emanating from a world of insecurity precludes adoption of the abstract attitude.

C. THE NIVEAU ANALYSIS.

Age Level	Items						
(Years)							
8	40	41	42	43	44	45	46
9	47	48	49	50	51	52	53
10	54	55	56	57	58	59	60
11	61	62	63	64	65	66	
12	67	68	69*	70	71	72	*(Own Age Level).
13	73	74	75	76			
14	77	78	79				
15	80	81					

Items in bold type have been passed.

I. *Quantitative Index*: 97.

II. *Profile*: Stable at the 7th year level with wide spread ranging to the 14th year level.

III. *Inference*: Retardation. Sound potential. Favourable prognosis.

D. THE STRUCTURAL ANALYSIS.

I. *Failures in items at and below own age level, relying heavily on:-*

- (1) Language: 46. 62. 69.
- (2) Memory: 69.
- (3) Reasoning and activities of organization:
 - (a) Congruency: 58. 63.
 - (b) Schematization: 56. 64. 66.
- (4) Spatial Orientation: 66.

II. *Passes in items at and above own age level, relying heavily on:-*

- (1) Language: Nil.
- (2) Memory: 72.
- (3) Reasoning and Activities of Organization.
 - (a) Congruency: Nil.
 - (b) Schematization: 71. 78.
- (4) Spatial Orientation: 79.

III. *Inferences*.

Language and reasoning appear to be affected most. No compensatory passes are attained in language at the higher levels, whilst a failure already occurs at the eight year level. In regard to reasoning and activities of organization, we note that no compensatory passes occur in problems of congruency, whilst failures occur at the ten year level. Several failures occur in items concerned with schematization but compensatory passes also occur at the higher levels. Whilst weaknesses are indicated in activities concerned with reasoning and organization, a more detailed analysis will be required before further inferences in regard to these activities could be drawn.

E. THE PERCEPTION OF WHOLE.

I. *Measurements*:

Reading Distance (12-pt. type): 5 ins.

Width of Visual Field: 5 ins.

II. *Score*:

1. Structured Material: 1. (Out of 3.)

Pict. 1: "A row of things." (-).

Pict. 2: "A house." "A row of houses." (-).

Pict. 3: "A star." (+).

2. Unstructured Material: 8 (out of 10).

Quality: Two good, two popular. Remainder fair.

III. *Approach.*

Affective Responsiveness and Spiritual Activity.

Entered into communication through a diffident smile and tremor of the hands, at the same time drawing attention to the latter: "I've got the shivers again." Showed signs of tenseness, anxiety and inferiority. Pictures held at distance of about four inches from the eyes. Explored each from left to right, concentrating on the sections. Pictures were not held farther away to gain perspective. Response to Picture 1: "I've never seen a thing like this. It looks like a row of things, but I don't know what it is." Picture 2: "This is a house. But I'll never be able to draw it. It's too complicated. It's a row of houses." Last picture was readily recognized as a *star*.

IV. *Inference.*

Pictures which exceed the visual field are not perceived as wholes due to defective vision, to the habit of holding things too close to the eyes and to ineffective exploration resulting from anxiety and feelings of inferiority.

F. MEMORY.

I. *Analysis of Reproduction of Impressions.*

1. *Visual Impressions.*

(1) The Silkworm.

(a) General Resemblance: Poor.

(b) Correctness of Pattern: Poor.

(c) Integration of Details: Poor. (Legs and symbols omitted).

(2) The School.

(a) General Resemblance: Poor. Characteristic details missing.

(b) Correctness of Pattern: Fair.

(c) Integration of Details: Poor. Symbols omitted.

(3) The Star.

(a) General Resemblance: Fair.

(b) Correctness of Pattern: Poor. (Has drawn a seven-pointed star).

(c) Integration of Details: Poor. (Symbols omitted).

(4) Bead Chain.

(a) Reproduction of Pattern: Good.

Inference: With exception of the bead chain, recall of visual impressions is very poor, even where insight was not lacking. Very little care appears to have been exercised in noting the precise nature of patterns to be reproduced such as the five points of the star or the legs of the silkworm.

2. *Auditory Impressions and Recall of Facts.*

(a) Figure Series (Item 51) Six figures, and (Item 61) five figures reversed: Good.

(b) Sentences: Fails item 69 at own age level. Poor.

(c) Facts (Items 52 and 72): No failures. Good.

Inference: Recall of auditory impressions is good, with the exception of recall of sentences in which failure could be due to deficiency in language.

There appears to be an appreciable disparity between the recall of visual and auditory impressions which suggests that lack of insight through an inability to perceive wholes which exceed the width of the visual field and also poor visual impressions even where insight has been attained are mainly responsible for the poorer achievements in visual recall.

G. READING AND SPELLING.

I. *Analysis of Responses.*

- (1) Association of Sound and Symbol: Satisfactory.
- (2) Discrimination between symbols: Words which closely resemble each other cause confusion, e.g. *reeds* (already) is seen and pronounced *steeds* (still).
- (3) Eye-grasp: Limited to the individual word.
- (4) Intonation and phrasing: Absent.
- (5) Tempo: Somewhat uneven and hesitant but not very slow.
- (6) Approach: Holds book three inches from the eyes. New and difficult words are analysed and not sounded syllable by syllable. Not many errors occur. Those which do occur are of two types, viz. elisions and misreadings of simple words which resemble others in visual form.
- (7) Insight and reproduction: Fair.
- (8) Errors in Spelling — spelling is poor. A considerable number of errors occur; but all errors are due to a purely phonetic approach, faulty pronunciation and lack of knowledge of spelling rules.

II. *Affectivity and Intentionality.*

The reading task is not relished and the written task even less. Bodily tension, tremor and feelings of inferiority and inadequacy are discernable, and the astasia is dramatized in the course of execution of the written task.

III. *Inference.*

Fluency in reading is affected by weak vision and a restricted eye-grasp. Errors in reading such as misreadings and elisions are probably partly due to unclear perception and partly to lack of concentration due to affective influences and a misdirected intentionality.

Weakness in spelling is due to non-implementation of the visual image and to a lack of application in learning the common spelling rules.

H. EXPRESSION IN LANGUAGE.

I. *Analysis.*

Harry's command of language within the diagnostic situation is very poor in all respects including clarity in expression and syntax. His language suffers from confused and concrete thinking. He is unable to achieve distance from the phenomenon to be interpreted, and to abstract and organize the meaning he wishes to convey. The following reply to item 58 (giving two reasons why children should obey their parents) is an example:

"Jy moet gehoorsaam wees want om hulle lief te hê en so, en omdat hulle sê jy mag nie met jou fiets in die straat ingaan nie en hulle voorkom dan 'n ongeluk of so." (You must be obedient because to love them and so, and because they say you may not go into the street with your bicycle and they then prevent an accident or so).

Harry's correct use of syntax is limited to the simple sentence. Occasionally he succeeds in making efficient use of the abstract categorical expression, e.g., a piano and a violin are "both musical instruments." A banana and a lemon are "both edible."

Vocabulary is approximately at a par with his own age level.

II. *Affectivity and Intentionality.*

Harry's intentionality is affected by anxiety and feelings of inferiority. He is unable to adopt the abstract attitude and is not intent on correct and clear expression.

III. *Inference.*

Poor language is due to affective disturbances and lack of identification with spiritual values related to the use of language.

I. REASONING AND ACTIVITIES OF ORGANIZATION.

1. *Problems of Congruency.*

Two items were failed, viz. item 58 and item 63 at the ten and eleven year levels, respectively. Responses to these items show that Harry's reasoning is affected by concrete

thinking, irresponsibility and a deficiency in language. He is able to reduce the abstract to the concrete, the general to the specific but is not always successful in passing back to the abstract level, mainly because he does not achieve distance from the concrete phenomenon, in which event the abstract language name is not searched for and is not discovered. Spiritually he is, however, quite satisfied at leaving solutions at the concrete level, showing thereby a lack of orientation in the intellectual world. The concrete example as a response (cited in the previous section) to the question why children should obey their parents, is not followed through to a higher level of thinking, i.e. to a logical and generalized inference or induction, viz., that it is in the interest of children to obey their parents because the latter have greater foresight or wisdom. The drawing of such inferences is mental labour and requires the adoption of the abstract attitude and a responsible application of the self. In the following example (item 63, similarity between a teacher, a book and a newspaper) we note a lack of responsibility in the mental control of thematized responses. Harry's first response to the question why these were alike was: "Because all three can write." Only after this response had been blurted out was he faced with the utter nonsense he had pronounced. A second attempt was made but also resulted in failure: "Because the teacher teaches out of a book to the children and he can perhaps also read a newspaper." Beneath all that confusion of thought was the idea of *information* that could be imparted by all three — an idea which was sensed intuitively but could not be stated due to concrete thinking and a deficiency in language.

Inference: Failure in reasoning is due to the concrete attitude, a deficiency in language and the lack of spiritual values related to responsible mental control or circumspection in judgment.

2. Problems involving Schematization of Patterns.

Three items were failed. Item 56 at the ten year level, and items 64 and 66 at the eleven year level.

Item 56 (establishing the number of a house in a street) involves careful mental reconstruction of a pattern of houses in the macro-spatial world. Item 64 concerns the completion of a figure pattern in the micro-spatial world. Both attempts were unsuccessful. Harry admitted frankly that he did not understand the house pattern. Item 66 (establishing the direction of a town at four cross-roads) also involves the mental reconstruction of a pattern in the macro-spatial world. Harry failed the item through lack of spatial orientation in the macro-spatial world. The two items passed at a higher level, viz., items 71 (a problem based on substituting the large hand of a clock for the small hand and telling the time at various pre-stated positions, and 78 (measuring off

a stated quantity of water with the aid of two cans of different capacity) are both problems requiring mental reconstruction of patterns within the micro-spatial world. *Inference*: Concentration and sustained mental suspension of the visual images of concrete objects in the micro-spatial world appear to be satisfactory. With the exception of a problem of which the components consist of abstract symbols, all the failures are concerned with the mental suspension of images of things in the macro-spatial world. Failure in problems of schematization is thus mainly due to a lack of orientation in the macro-spatial world.

J. SPATIAL ORIENTATION.

I. *Analysis of Verbal Responses to Questions.*

- (a) Left and right orientation was satisfactory.
- (b) Orientation in relation to the main directions was unsatisfactory. He knows the directions of sunrise and sunset but calls the former west and the latter east.
- (c) A reasoning item at the eleven year level (item 66) which depends upon knowledge of the directions is also failed.

II. *Inference.*

Association of the left and right positions with the main directions as a method of resolution has not been acquired due either to lack of practical guidance or to immaturity and lack of responsibility for the self in the spatial world.

K. RÉSUMÉ.

I. *The Niveau and Structural Analysis.*

Harry 12 yrs. 5 mths. of age, attains a quantitative index of 97 based on a disharmonious profile with a spread ranging from the tenth to the fourteenth year level. The profile signifies a possible slight retardation in development with a favourable prognosis for a higher level of development.

The structural analysis shows that weaknesses are related mainly to language and activities concerned with reasoning and organization.

Briefly the following can be noted:

(1) *Perception of Wholes.*

Both visual acuity and width of the visual field are rather severely restricted (RD 5, WVF 5). Pictures which exceed the width of the visual field are not perceived as wholes and are incorrectly interpreted in contradistinction to smaller pictures and the Rorschach cards in which cases achievements are maintained at a satisfactory level.

(2) *Memory.*

Recall of auditory impressions, with the exception of the recall of sentences, is good while recall of visual impressions is very poor.

(3) *Reading and Spelling.*

Reading proceeds at a fair average though somewhat uneven and at times hesitant tempo. Eye-grasp is restricted and phrasing and intonation are absent. Insight into the reading matter is, however, achieved.

Spelling is very poor due to non-implementation of the visual image and lack of knowledge of spelling rules.

(4) *Expression in Language.*

Expression in language is affected by confused and concrete thinking and is poor in all respects.

(5) *Reasoning and Activities of Organization.*

Failure in reasoning is due to a deficiency in language, the concrete attitude and a lack of circumspection in judgment. Problems involving the schematization of patterns are failed due mainly to the lack of orientation in the macro-spatial world. One item involving suspension of the visual image of a pattern of abstract symbols in the micro-spatial world is, however, also failed.

(6) *Spatial orientation.*

Spatial Orientation is poor in regard to directions in the macro-spatial world.

(7) *The Psychic Tempo.*

The psychic tempo is slow to average.

II. *Influences affecting the Quality of Achievements.*

(1) *The Visual Defect as a Physical Influence.*

Measurements showed that vision was rather severely restricted (RD 5", WVF 5"). Although vision is slightly better than, for instance, in Franky's case, the book is held three inches away from the eyes, and all our remarks concerning the physical effects of defective vision in the aforementioned case are again applicable. These include the following. Defective vision is a suspected influence in (a) the acquired close-up approach which hampers the perception of wholes; (b) restriction of the eye-grasp to the individual word, affecting phrasing, intonation and tempo; (c) the lack of development of the visual images of words as guides and controls in spelling; (d) the lowering of achievements concerned with the schematization of patterns related to the macro-spatial world; (e) the retardation in the development of language due to visual isolation in the macro-spatial world and to difficulties presented by the reading task.

(2) *The Scholastic Attunement.*

(a) *Affectivity.*

Anxiety and feelings of inferiority and inadequacy were noted to affect:-

- (i) Expression in language.
 - (ii) Reasoning.
 - (iii) Reading, Spelling and Writing are affected through lack of affective contact with the book.
- (b) *Spiritual Attunement.*

- (i) Expression in language was further affected by the lack of identification with spiritual values related to the correct use of language. Harry is unconcerned about the clumsiness which characterizes his use of language.
- (ii) All aspects of Harry's intellectual orientation appear to be affected by immaturity and irresponsibility, including spatial orientation, spelling and reasoning, the latter providing evidence of a lack of care and of circumspection in judgement. This finding is in line with the finding that he suffers from hysteria.

L. THE PEDAGOGICAL SIGNIFICATION.

Harry's feelings of inferiority and inadequacy have most seriously affected his scholastic attunement and attitude towards the intellectual world. These feelings have, no doubt, been impressed upon him partly by his poor achievements as a result of the physical defect. But important to note is that the quality of the achievements with which he is faced in his world has been defined not by himself on an objective and realistic basis, but by his social contacts and especially by figures of authority within the pedagogical situation. And in this regard we have to note the disparaging, censorious attitude of a stern over-demanding father, who evidently has been unaware of the physical, psychological, spiritual and pedagogical implications of the child's visual defect. As a result of the father's attitude the child is being continuously faced with a definition of himself in terms of inferiority. Under such circumstances, Kraines points out "the child may become fearful of making any decision by himself because of a frequent tendency of the parents to criticise every action; and this fearfulness will extend itself into adult life, giving rise to what is called an inferiority complex."⁵ On the other hand, we also have to note the influence of an over-solicitous, over-protective mother and grandmother, whose attitudes toward the child do not assist him on his way to independence and maturity but are conducive to the promotion of over-dependence on authority, helplessness and feelings of inadequacy, such as we have noted.

Moreover, the conflictual attitudes of the parents prohibit identification jointly with both of them and their attitudes towards language and other spiritual values, besides leading to conflict, feelings of guilt, anxiety and further insecurity.

We should note that, to the child, an over-critical attitude signifies rejection, and that acceptance does not mean over-protection. What the child needs is not a conditional acceptance with criticism, on the one hand, or acceptance with an over-protective domination on the other hand, but acceptance with guidance and support — i.e. support on his way to maturity and to a worthy adulthood. This, Harry has received from neither of his parents. Little wonder that Harry's only escape out of an untenable life situation, has been a neurosis.

COLLETTE.

A. ANAMNESIS.

THE HOME PEDAGOGICAL BACKGROUND.

Age: 8 y. 1 m. Std. I. Q.I. 117.

Vis. Acuity 6/36.

I. *Family Constellation*. — Father, mother and two children — Collette and brother of nine years.

II. *Socio-Economic Standards*. — Cultured middle-class family. Father, a senior clerk in civil service; mother, a typist. Religious, moral and ethical standards are well preserved in the home.

III. *Parent-child relations*. — Children are fully accepted and supported and are very attached to their parents. A great deal of affection is showered on Collette which has led to a measure of rivalry and resentment on the part of the elder brother. Collette is emotionally stable, has a natural reserve and makes excellent social contact both inside and outside the family circle. She has fully accepted the physical defect and strives to free herself from dependence on other members of the household as far as possible. In this she is supported by her parents. Her outlook, generally, is cheerful and contented.

IV. *Authority and Guidance*. — Spontaneous in response to authority and accepts guidance eagerly. Corporal punishment is never necessary.

V. *Habits*. — Neat and orderly.

VI. *Hobbies*. — Fond of dolls, domestic duties, reading and studies. Keen interest in her piano lessons.

VII. *Developmental History*. —

- (1) *Pathology*: Normal children's diseases, birth normal. No family history of visual defects. Eye defect was discovered at six weeks after birth. Diagnosed as late myoclinisation of the optic nerve.
- (2) *Locomotion*: Crawling commenced at nine months; walking at two years.
- (3) *Speech*: Words at twelve months; sentences at eighteen months.
- (4) *Schooling*: Started schooling at six years in normal school and completed first grade successfully. She was then transferred to special school for partially-sighted children and is reported to be making excellent progress.

B. PHENOMENOLOGICAL OBSERVATIONS SUPPLEMENTED BY SCHOOL COMMENTARY AND VIEWED AGAINST BACKGROUND OF REFERENTIAL SCHEMA.

I. SPIRITUAL ATTITUDES.

1. *The Status of the Intellectual Task*. — Collette has identified herself with the institution, her teacher and the book, which all rank high in her esteem. Intellectual pursuits include reading and music. Her approach to problems is normally objective, but she often succumbs to emotions. She is very competitive and has arrogated to herself a somewhat superior status which she guards jealously. She has a sense for order and is fond of classifying.

2. *Concern for truth*. — She is intent on the discovery of truth and is usually circumspect in judgment, but relinquishes her hold when tasks prove difficult. She has consciously to repress the appeal of vanity in favour of humility.

3. *Authority and Guidance*. — Collette is not overawed by authority. She does, however, accept authority, is obedient and responds very well to guidance.

4. *Volition*. — She is willing to exert herself and to apply herself consistently — providing the task is well within reach of her powers of achievement. Care and control is not exercised in spelling nor neatness in writing due to the difficulties presented by defective vision.

II. AFFECTIVE ORGANIZATION.

The task and the book have great appeal. Collette, in general, appears self-composed and self-confident but undercurrents of anxiety and insecurity in the spatial world are discernable. She is also concerned about her status in the didactical situation when facing challenging situations. Feel-

ings of defeat and shame are covered up with a half-smile and facade of nonchalance, which really amount to a withdrawal. Attention getting behaviour in the form of baby-talk and prankish behaviour is also resorted to at times.

III. PHYSICAL INFLUENCES.

Frequent resort to haptic perception is an indication that the visual defect is far more serious than the medically diagnosed visual acuity of 6/36 would suggest.

IV. SCHOLASTIC ATTUNEMENT.

Spiritually, Collette is strongly motivated and the intellectual task ranks high in her world of values. She should, however, be identified more closely with *responsibility* towards the task. The intentionality is at present directed somewhat vaingloriously at vindicating an exalted image of the self, denying that failures exist.

The challenge of defective vision should in addition be more adequately met even in such tasks as writing and spelling, in so far at least as these demand care and constant control in their successful execution. Her favourable response to authority and guidance is, however, a redeeming feature.

In general, Collette's affective organization is not unfavourable. Good affective contact is established with tasks and emotions are normally under the control of reason. Undercurrents of anxiety resulting from a misdirected intentionality, however, tend to withdrawal.

A measure of insecurity and fear of becoming hurt is in addition experienced in the spatial world.

With the exceptions noted, Collette's scholastic attunement is not unfavourable.

C. THE NIVEAU ANALYSIS.

Age Level	Items						
Years							
7	33	34	35	36	37	38	39
8	40*	41	42	43	44	45	46 *Own age level
9	47	48	49	50	51	52	53
10	54	55	56	57	58	59	60

Items in bold type have been passed.

I. *Quantitative Index*: 117.

II. *Profile*: Stable at own age level with spread above ranging to the tenth year level.

III. *Inference*: No retardation. Sound potential. Some possibility for increased development.

D. THE STRUCTURAL ANALYSIS.

I. *Failures in items at and below own age level*: Nil.

II. *Passes and Failures in items above own age level relying heavily on*:-

(Items in parentheses have been failed).

(1) *Language* 42 44 46 50 (53).

(2) *Memory* 51 52 (55).

(3) *Reasoning and Activities of Organization*.

(a) *Congruency* 41 47 49 54 58 59.

(b) *Schematization* 43 45 48 (†56) (57).

(4) *Spatial Orientation*. 40 (†56).

III. *Inferences*.

Collette is more than adequately orientated at the expected age levels. Fall-outs first occur in language (53), memory (55) and schematization (56). Her highest achievements are attained in problems of congruency. Skill in dealing with these is superior to that in dealing with activities of schematization.

E. THE PERCEPTION OF WHOLE.

I. *Measurements*.

Reading Distance (12 pt. lettering): 3 ins.

Width of Visual Field: 4 ins.

Focalization is very erratic even within this restricted field, stimuli tend to appear only after they have been discovered through effective focalization.

II. *Score*.

1. *Structured Material*. 0 (out of 3).

Pict. 1: No Response. (-).

Pict. 2: "A house, or flats or a church."

("Flats" would succeed but not a house or a church)
(-).

Pict. 3: No Response. (-).

2. *Unstructured Material*: 1 (out of 10).

Pict. 4: "Looks like a man without a head. (Quality Good).

III. *Approach.*

1. *Affective Responsiveness.* — Pictures are viewed initially with great curiosity, but soon present a baffling situation which is met somewhat shamefacedly with embarrassment covered up by casual talk and remonstrations against the faintness of the outlines.
2. *Spiritual Activity.* — Despite perplexity, Collette explores the pictures at various angles (but not at various distances). Repeated response to picture 1: "Gee whiz! I've never seen a thing like this. What can it be? Will you please tell me after we've finished what it is?" Response to picture 2: "It's easy to say what it is, but not easy to draw. A house, or flats, or a church. A church also has a lot of windows. (P.): "Not quite correct. Try and think of another building. You see one every day." Some embarrassment follows but the problem remains unsolved. Response to picture 3: "Two arrows." She points to two opposite points of the star. Due to erratic focalization, the other three points are not seen at all. When these are pointed out to her, she discovers them, places her fingers on the points and accompanied by visible concentration and an effort of imagination, feigningly pushes the points together to try and form a whole. No success whatsoever was achieved.

IV. *Inferences.*

1. It is clear that weak vision is the main cause of failure. Collette has no mental picture of a house, block of flats or a church. She has never seen them as wholes. As logical deductions the responses are quite good.
2. *Affective responsiveness* initially is favourable, but it is also clear that failure through an inability to see, leads to feelings of embarrassment and inferiority which further affect the success of the solutions. She is, for instance, quite unable to think of the answer, "school," despite the aid and prompting she received.
3. *Perception of wholes* (both those in the micro- as well as those in the macro-spatial world) is weak when presented in illustrations which exceed the width of the visual field.

F. MEMORY.

I. *Analysis of Reproduction of Impressions.*

1. *Visual Impressions.*

(1) The Silkworm.

- (a) General resemblance: Poor. (Because head is missing).
- (b) Correctness of pattern: Poor. (Leg pattern incorrect).

- (c) Integration of details: Poor. (Symbols omitted).
- (2) *The School*.
- (a) General Resemblance: Fair. (Middle section incomplete).
- (b) Correctness of Pattern: Fair. (Window-door pattern has been noticed).
- (c) Integration of details: Good. (Symbols included).
- (3) *The Star*.
- (a) General resemblance: Fair. (No unified whole represented).
- (b) Correctness of Pattern: Fair.
- (c) Integration of Details: Good. (Symbols included).
- (4) Bead and Chain Pattern (item 38). Reproduction successful. (Threading causes severe difficulty due to weak vision).

II. *Inferences.*

- (1) The drawing of the silkworm fails through lack of insight. It nevertheless represents a very good try.
- (2) The drawing of the school (into which some kind of insight as a building was obtained) is fairly good, when Collette's limited vision is taken into account. Noteworthy is the fact that doors and windows differ in pattern but are all the same size. The child being unable to see large masses in the macro-spatial world as wholes, this is not surprising.
- (3) The star, into which no insight was gained, is also represented in a disjointed fashion. Its general resemblance to the original failed because it had to be remembered as a mere abstraction. The advantage of its meaning as a guide to its shape was lacking when it was drawn. Seen in that light the reproduction is surprisingly good.
- (4) In the last two drawings the symbols had been remembered. In responding to the first picture, embarrassment was so great that they had probably escaped notice. The dots on the sections were however noted and included. The projections representing the legs of the silkworm were also included, but were incorrectly placed and incorrectly distributed among the sections.
- (5) We must thus conclude that visual memory, *per se*, is not poor. The poor results are due to poor perception and to the reproduction of meaningless abstractions.

2. *Auditory Impressions.*

All items are passed at the expected age levels as well as two items at higher levels.

II. Inference.

Both visual and auditory memory are good. The latter appears to be superior to the former, but that may only be apparently so. Due consideration should be paid to the influence of poor perception and lack of insight in the case of visual memory.

G. READING AND SPELLING.

I. Analysis of Responses.

- (1) Association of Sound and Symbol: Satisfactory.
- (2) Visual Discrimination between Symbols: Satisfactory.
- (3) Eye-grasp: Limited to the individual word.
- (4) Intonation and Phrasing: Absent.
- (5) Approach: Book is held close up. Use is made of both analysis and synthesis in reading.
- (6) Tempo: Slow, but uniform and steady. All words are evenly stressed and pronounced separately.
- (7) Insight and Reproduction: Good.
- (8) Errors in Spelling: A few errors occur in spelling, mainly illisions and symbol substitutions. *Niemand* (nobody) is spelt with a final *t* instead of with *d*; *lief* (fond) is spelt with a final *v*; the *r* in *groente* (vegetables) is omitted.

II. Inference.

Lack of fluency and intonation are due to the poor quality of visual impressions and a restricted eye-grasp resulting from defective vision and difficulties encountered in focalization. Control and verification in spelling appears to be affected for the same reasons. Illisions are not easily noticed after the word has been written. The incorrect use of terminals which have the same sounds, is due to phonetic spelling and the absence of the visual image as a control.

H. EXPRESSION IN LANGUAGE.

I. Analysis of Responses.

Both the qualities, clarity in expression and correct use of syntax, are satisfactory. Collette is able to abstract the crux of the meaning she wishes to convey and to organize its presentation in correct syntactic structures including those of the complex and compound sentences. The quality of succinctness, however, is in instances still lacking as a result of concrete thinking. One of the poorest responses is the following (similarity between a bee and a sparrow): "A bee can sting and a sparrow can peck." (They are both dangerous animals as experienced in Collette's unexplored spatial world of potential dangers but she has no abstract

category at hand for their classification). She is, however, well able to categorize as the following example shows (item 54, elimination of an incongruous component among a series of words): "*Bat* does not fit in because it is not a musical instrument." Also, "a table-cloth is not clothing." (The latter items are passed at the ten year level). Vocabulary is adequate at the expected levels, the first failures occurring at the ten year level in the definition of abstract words.

II. *Affectivity and Intentionality.*

On the surface Collette appears calm, friendly and self-composed but projections and evasive talk (the latter when facing difficult problems) betray undercurrents of fear and insecurity. The projection in relation to the danger of bees and sparrows cited above, is not merely an incidental one but characteristic of her world of spatial insecurity. A snake, a cow and a sparrow (item 63), are similar "because they can all bite." And "A piece of wire can jab you, and a knife can jab you, but (pauze) a penny can't." Affected by undercurrents of insecurity, Collette is inclined to persevere on the theme of danger. The intentionality is directed away from a more effective and succinct expression in language and bound down to seeing concrete examples of "dangers." (Moreover, the inability to change the theme, where inappropriate, leads to failure in the thinking items).

I. REASONING AND ACTIVITIES OF ORGANIZATION.

I. *Analysis.*

Solution of problems of both types tested, viz. those involving congruency of components as well as those involving schematization of patterns, was successful at levels higher than Collette's own age level. Noteworthy, is the fact that the highest level was attained in problems involving congruency. Perhaps also noteworthy is that the first failure to occur in problems involving schematization and mental suspension of the visual image, occurred in a problem whose components are those in the macro-spatial world (item 56, determining the number of a house in a street pattern of houses). Initial confusion between the organizational guides *before* and *after* in handling a pattern of consequence at the nine year level (naming the months of the year and determining what month comes *before* another specified month) was also noted. The confusion exists between the *spatial* and the *temporal* signification of the organizational guide, *before*. In its spatial signification, the word, *before* ("*voor*" in Afrikaans) is synonymous with in *front* of one as one proceeds in movement, reading, writing, acting, etc. in the spatial world. Its temporal signification is "*behind*" one as time proceeds. After the provision of aid in the form

of questions — not directly related to the problem at hand — on the difference in the meaning of the word when used within a temporal and a spatial connotation, respectively, Collette cleared up her own confusion and experienced no further difficulty.

II. *Affectivity and Intentionality.*

Good affective contact was established with the problems throughout excepting at the higher levels, in which case they became a threat to security, suddenly necessitating defensive tactics against a loss of self-esteem. The defensive measures take the form of an ostensible lack of interest or of disconcern, accompanied by small talk. On one occasion, while considering a baffling problem, the problem was suddenly rejected and Collette started to talk about her interest in bird-nests. At the higher levels the intentionality is thus not directed at a solution of the problem but at the protection of a high, but not too secure, self-esteem — a condition which suggests that close to consciousness of superiority there looms the unformulated accusation of inferiority reflected by the physiognomy of her world of relations with physical things — an accusation which she vaguely and painfully experiences, but chooses not to see.*

III. *Inferences.*

- (1) The quality of reasoning is at times, to some extent, affected by concrete thinking due to undercurrents of affective disturbances.
- .(2) Adequate skill is however displayed in the solution of both types of problems tested, at relatively high levels.
- (3) Achievement in problems involving a sustained suspension of the visual image, is inferior to achievements attained in problems of congruency, especially in cases in which the components of the former belong to the macro-spatial world.
- (4) Concepts which have a temporal as well as a spatial connotation have not been fully acquired as organizational guides.
- (5) Achievements at the higher levels are curtailed as a result of a misdirected intentionality and lack of application to the task — the result of a faltering self-esteem.

J. SPATIAL ORIENTATION.

Collette, due to guidance by the parents, is well orientated in relation to left and right positions as well as to the main directions. Facing east, she is able to point out and name all the other directions. She is, however, not well orientated in the spatial world itself as shown by the failure

*Cf. the psycho-analytical concept of repression and the inferiority complex.

of item 56 (concerned with the schematization of the street pattern of houses discussed in the previous section).

K. RÉSUMÉ.

Collette, 8 years 1 month of age, attains a quantitative index of 117 in a profile which shows a sound potential and a differentiated intellectual orientation with some prospects for further improvement. Of all the aspects tested, only the perception of wholes was found to be very weak.

Briefly we can note the following:-

(1) The Perception of Wholes. —

Although vision is severely restricted (RD3"; WVF 4") and the perception of wholes quite inadequate in regard to objects in both the micro- and macro-spatial worlds when these are presented in illustrations exceeding the width of the visual field, her graphic reproduction shows that somehow Collette, surprisingly enough, succeeds in piecing up visual images which, in the circumstances do not deviate too considerably from the originals. She is able to build up these images from the illustrations. The fact, however, that she does not know their meaning, shows quite clearly that she has no visual images of the objects themselves and that the corresponding large masses — the objects themselves — are not perceived as wholes in the macro-spatial world and can not be differentiated from each other when presented in the form of illustrations. (cf. Response to picture two: a house, or flats, or a church).

(2) Memory. —

Collette has a good memory. Recall of auditory impressions is superior to the recall of visual impressions. The main reason, apart from a difference in the quality of the impressions themselves, appears to be that the former have meaning while the latter have none. The visual impressions are meaningless abstractions.

(3) Reading and Spelling. —

Collette makes no mistakes in reading and reads with insight. Eye-grasp, however, is restricted to the individual word, the tempo is slow but steady and phrasing and intonation are absent. Spelling is fair. Illusions and substitutions occur. The latter are due to phonetic spelling and the absence of the visual image as a control. The former are due to poor control, probably also as a result of diffuse impressions and difficulties experienced in focalization.

(4) Expression in Language. —

Expression in language is maintained at a satisfactory level. Meaning is clearly conveyed and efficient use of syntax embracing both the complex and compound sentences is made.

(5) Reasoning and Activities of Organization.

Reasoning and activities of organization constitute Collette's best achievements. Achievements are higher in problems related to a congruency of components than in those relying for their solution essentially on a sustained suspension of the visual image and the schematization of patterns of components. In regard to the latter problems, failure first occurs in those concerned with patterns in the macro-spatial world. Failure in those concerned with patterns in the micro-spatial world, however, follow very closely on failures in the former type. The important concepts, *before* and *after* which are used (especially in Afrikaans) in a temporal as well as in a spatial connotation have not been acquired as organizational guides. Collette is already well able to think at the abstract level but concrete thinking, bound down by undercurrents of emotion, at times leads to failure in the solution of problems.

(6) Spatial Orientation.

Orientation in relation to left and right hand positions as well as in relation to the main directions, is very good.

II. *Influences affecting the Quality of Responses, including Physical Influences as well as the Scholastic Attunement.*

1. *Physical Influences.*

- (1) The visual defect not merely hampers but actually prohibits the perception of large masses as wholes in the macro-spatial world.
- (2) It is a suspected influence in:-
 - (a) the restriction of the eye-grasp;
 - (b) the slow tempo in reading;
 - (c) the lack of phrasing and intonation;
 - (d) the poor control in spelling;
 - (e) absence of the visual image as a guide in spelling.
- (3) It contributes to the loss of efficiency in visual memory as compared with auditory memory.
- (4) It is a suspected influence in the lowering of achievements in the schematization of patterns in the macro-spatial world.

2. *The Scholastic Attunement.*

(a) *Affectivity.*

- (i) The psychological implications of the visual defect were observed to include undercurrents of feelings of inferiority and of insecurity. These conditions were noted to affect succinctness in expression and to lead to concrete thinking.

(b) *Spiritual Attunement.*

Collette is intent on preserving a vainglorious self-image which rests falteringly on undercurrents of feelings of inferiority and insecurity. This attitude has led to a weakening of spiritual discipline; difficult tasks are evaded or otherwise failure is simply denied, so that difficult problems are not tackled and greater care and control in spelling and writing, for instance, is not exercised. This inference is drawn despite the difficulties presented by restricted vision, which admittedly are severe.

L. THE PEDAGOGICAL SIGNIFICATION.

Collette is fully accepted and supported in both the home and school situations. She also responds favourably to authority and guidance. These favourable pedagogical relationships and her identification with intellectual values, supported by a sound potential have resulted in the development of a superior intellectual orientation despite the direct limitations arising out of the visual defect.

It is felt, however, that there is great danger of her being spoilt. A vainglorious image of the self is at present retarding her full development and is probably the result of praise which has been too lavish, while shortcomings have been overlooked. Collette should be taught to face, to accept and to grapple with reality and the pedagogical goal should always be, responsibility. Talks with parents and teachers are indicated.

REDGY.

A. ANAMNESIS.

THE HOME PEDAGOGICAL BACKGROUND AND EARLY SCHOOL HISTORY.

Age: 11 y. 6 m. Std. IV. I.Q. 93.
Vis. Ac. 6/60.

I. *Family Constellation.* — Redgy is the youngest child in a family consisting of the parents and four children. Born 10 years after the next youngest, he grew up practically as an only child.

II. *Socio-Economic Standards.* — Economic standards are not high, but adequate. Ethical values are well maintained within the home. The parents are not religious. Both parents work away from home: the father as an electrician and the mother as a clerk.

III. *Parent-child relations.* — Redgy is fully accepted by the father. The mother, a fastidious, egocentric woman, was most disappointed at the birth of the new arrival at the stage of her later maturity, and initially Redgy was an

unwanted and rejected child. Relations have, however, improved: Redgy, who attracted attention from all and sundry because of his visual defect, was an unusual addition to a family of which an egocentric mother was not averse to gathering for herself the laurels which success in an assumed role of responsibility for the upbringing of an unusual child could bestow upon her. And Redgy, from being rejected, eventually came to be regarded as a show piece of model upbringing of such a child within a model home — which was the home of the perfectionistic mother.

IV. *Discipline.* — Maintenance of discipline has devolved upon the mother who dominates Redgy, and in fact the whole family. Corporal punishment is avoided but Redgy's life is strictly routinized and all decisions are made for him by his mother.

V. *Hobbies.* — Redgy has no friends. He is interested in the radio, and in electrical and mechanical toys and apparatus.

VI. *Pathology.* — The most serious pathology has been the eye defect itself, which was diagnosed as congenital cataract. The condition was ascribed to high blood pressure of the mother prior to birth. Subsequent eye operations were successful.

B. PHENOMENOLOGICAL OBSERVATIONS SUPPLEMENTED BY SCHOOL COMMENTARY AND VIEWED AGAINST BACKGROUND OF REFERENTIAL SCHEMA.

I. SPIRITUAL ATTUNEMENT.

1. *Status of the Intellectual Task.* — Redgy, in his *own world* is still very much a show piece and the centre of attraction among people of prestige. To qualify for these distinctions he has little more to do beyond preserving an already long established *status quo* with the prestige and power group, which in his present surroundings, is represented by the staff of the school for partially-sighted children. Redgy is dependent on his teachers for acceptance and support and in no mean measure for purposes of realizing his own egocentric needs — which really come first in order of precedence in his hierarchy of values. Among these is the need to be admired as an ardent and intelligent scholar without having to attempt too seriously to earn the reputation by serious thinking and self-exertion. Instead, a guise of having a potential for smartness and knowledgeableness — faithfully rooted in conviction but not so well grounded in fact — is assumed, not without grace, however, and often with an air of nonchalance. The affective ties with teachers are valued in so far as they, the donors of affection and approval, appear to pander to his egocentric needs, and in

so far as such ties are conducive to the extension of the boundaries prohibiting laxity and self-indulgence. Asked whether he was really fond of school, Redgy replied after moments of hesitant consideration: "Well . . . there's really just nothing a person can do about it."

2. *Concern for truth.* — Redgy is not untruthful but he displays no circumspection in judgment, due perhaps mainly to his fatuous exhibitionistic motives. He pounds the examiner with one guess after another, each time with a polite query at the end, convinced that he is impressing the latter with his performance and the display of what he hopefully considers could be really smart answers, but nevertheless spontaneously and humbly recognizing the authority and leadership of the psycho-pedoïst — seeking thereby, not so much guidance, but the acceptance and recognition supporting (on his already proven and accepted child-adult inter-communicational basis) a common world with an adult enjoying an intellectual status. What matters, is not objective truth, but a shared status acquired by sanction in exchange for recognition of authority. The answers to all questions are vested — not in objective truth — but in the psycho-pedoïst. One has to guess what they are and when correct, receive his commendations. One is safeguarded against any loss of status by avoiding disagreement with the psycho-pedoïst, on whom the onus and responsibility for judgment is placed — in fact whose sole prerogative it is to judge — and with whom one fully agrees, irrespective of whether one has guessed right or wrong. Guessing right is cause for elation. Guessing wrong is no disgrace. One merely disowns all responsibility for the wrong guess and through identification with the psycho-pedoïst, one rejects it outright, if necessary with laughter and derision, whilst feeling oneself secure in a constituted intellectual world supported by the unquestionable intellectual resources which the psycho-pedoïst willingly and fully shares with one in a common world thereby obviating any necessity for thinking for oneself. (*I answer the questions without judgement, but relegate judgment to you. Then you pronounce judgment. Then we in a common world pronounce the same judgment — each fully accepted by the other. The shared intellectual world now becomes my own dominion without loss of prestige or status.*)

3. *Volition.* — Redgy is eager to please and will commence a task with enthusiasm. He tires easily though, and enthusiasm soon wanes, whereafter he has to be continuously prodded on. He exercises little control or care in the execution of the task and is unconcerned with the level at which achievements are rendered. He also shows very little concern for the interests of the group, they more often sub-exist, as it were, somewhere in a world quite detached from his own.

II. AFFECTIVE ORGANIZATION.

Whilst Redgy shows high esteem for teachers and makes good contact with them he is not overfond of the book and the task unless, of course, he can enter into an exhibitionistic role such as lecturing to any willing listeners on the playground on the octopus or on the circulation of the blood. He spends no extra time on his studies — in fact left to his own resources within the didactical situation he represents a picture of lethargy. Redgy, however, comes to life as soon as he is made the centre of interest.

Besides lethargy, Redgy also shows signs of isolation. He establishes little contact with playmates, choosing to play on his own or to wander about by himself. He shows no fear of adults — in fact, he identifies himself with them, with perhaps just a touch of disdain for children within his own group. He is most concerned in maintaining good relations with teachers. When these relations are threatened he becomes emotionally involved and stutters.

Redgy shows no signs of feelings of inferiority, on the contrary, he feels quite superior.

III. PHYSICAL INFLUENCES.

Poor eye and hand co-ordination.

IV. SCHOLASTIC ATTUNEMENT.

Redgy's scholastic attunement shows deficiencies both spiritually and affectively. His existence is one faced with maintaining an unrealistic self-image and favourable affective relations with adults, which besides play, constitute his main aspirations and towards which his intentionality is constantly directed.

From the above we can infer that his egocentric needs stem from a basic insecurity rooted in the fear of rejection. They are thus constant needs and their realization in the form of exhibitionistic activities provides a constant source of gratification where the latter secure approval and recognition.

Insecurity, with its attendant anxiety, however, not only detracts the intentionality from the task (which in fact becomes distasteful) and from exploration generally, but weakens psychic and physical resources so that fatigue and lethargy results.

Physical influences in the form of defective vision and poor eye-hand co-ordination in addition tend to lower the quality of achievements so that little real gratification is experienced with certain types of tasks.

Redgy is thus obliged to maintain relations by being his mother's fictive image of a model boy. This boy, however, fears to make independent decisions for himself, exercises no judgment and has, apparently, no longer a will of his own.

C. THE NIVEAU ANALYSIS.

Age Level	Items						
(Years							
8	40	41	42	43	44	45	46
9	47	48	49	50	51	52	53
10	54	55	56	57	58	59	60
11	61	62	63	64	65	66	Own age level
12	67	68	69	70	71	72	

(Items in bold type have been passed).

I. Quantitative Index: 93.

II. Profile. Disharmonious, with wide spread below own age level extending down to eighth year, and only one success slightly above his own age level.

III. Inference: Average potential with retarded development.

D. STRUCTURAL ANALYSIS.

I. Items failed at and below own age level relying heavily on:-

(1) Language: 53 62.

(2) Memory: 55.

(3) Reasoning and activities of organization.

(a) Congruency: 41 47 49 58 62 63.

(b) Schematization: 56 64.

(4) Spatial Orientation: Nil.

II. The item (66) passed above the own age level is related to spatial orientation.

III. Inference: Failures in reasoning and activities of organization are mainly responsible for the lowered quantitative index.

E. THE PERCEPTION OF WHOLE.

I. *Measurements.*

(1) Reading Distance (12 pt. lettering): $4\frac{1}{2}$ ins.

(2) Width of Visual Field: $3\frac{1}{2}$ ins. (Fall out to the right).

II. *Score.*

- (1) Structured Material: 1 (out of 3).
 Pict. 1: A's; patterns; a snake; a chameleon. (-).
 Pict. 2: A house; a hostel. — (A rational solution).
 Pict. 3: A star (+) (A true perception).
- (2) Unstructured Material: 2 (out of 10).
 Quality: One fairly good, two poor.

III. *Approach.*

1. Affective Responsiveness and Spiritual Activity.

(a) Responses to structured material.

Redgy accepts the pictures in a light-hearted way. Explores them from left to right and back again at close proximity.

Picture 1: "It's A's. No, no, no, it's like patterns."

(Q): But what is the whole thing a picture of?

(R): "A figl." (Sees fig. 1 at the bottom of the illustration). "I think its letters. No. No." (Turns picture upside-down and smiles. "It's a snake. No, no, no, it's a chameleon." (Hands picture back). Picture 2: "It's a house. No, it can't be. It's a hostel. Windows. Roof on the top. I think that's all. c, d, e, f." Picture 3: "It's a star." (No difficulty).

Some responses to the Rorschach pictures: Card I. "It's a tree. I can see the stem and all the leaves around it." (Satisfactory). Card II. "It's a tree." (Perseverates on *tree*). It must be. No, I don't know what this is. Uh, uh! I don't think this is a tree. No, I don't know this one." Card III. "A dam. I think it must be. Here's the water." (The bottom white). Card IV. "I don't know what this is. I don't think it's a tree. It's not an elephant. No idea." (Hands card back). Card V. "It's an animal. No, no, no. A building. No, it can't be. That I don't know. It might be a fish."

II. *Inferences.*

- (1) Pictures exceeding the width of the visual field are not initially perceived as wholes in cases where the details do not themselves supply a cue that they are parts of a meaningful whole.
- (2) A successful synthesis of the parts, based on a reasoned approach, is achieved only in the case of picture two (the hostel) and not in the case of the silkworm, in which case the details constitute a less familiar cue to the meaning of the whole.
- (3) Redgy does not appear to have sufficiently clear mental images of either a school or a silkworm to recognize them when presented in the form of illustrations.

- (4) Perception of the smaller pictures, though somewhat more successful, also appears to suffer from the poverty of a poorly developed repertory of mental images at the concrete level. This is apparent from the responses to the Rorschach cards cited above. In the case of Card V, for instance (to which the popular response is most frequently either a bat or a bird), Redgy responds with such divergent perceptions as "an animal," "a building" and "a fish." (The response *fish* is, however, sometimes given to Card V).
- (5) Redgy's answers are largely irresponsible. The responses in many cases are wild guesses and display a lack of circumspection in judgment. Answers are given before they have been subjected to control.
- (6) Taken on the whole, the quality of the perception of wholes is very poor throughout.

F. MEMORY.

I. *Analysis of Reproduction.*

1. *Visual Impressions.*

(a) *The Silkworm.*

- (1) General Resemblance: Poor.
- (2) Correctness of Pattern: Poor.
- (3) Integration of Details: Poor.

(b) *The School.*

- (1) General Resemblance: Poor.
- (2) Correctness of Pattern: Poor. No distinction between doors and windows.
- (3) Integration of Details: Fair. (Only the symbols c, d, e and f, have been included).

(c) *The Star.*

- (1) General Resemblance: Poor.
- (2) Correctness of Pattern: Poor.
- (3) Integration of Details: Poor.

(d) *Inference.*

Visual recall is very poor throughout.

2. *Auditory Impressions.*

Only one item at and below the expected age level is failed viz. item 55 (repetition of a sentence). No memory items are passed above the own age level. Auditory recall can be considered as fair.

II. *Conclusion:-* There appears to be a significant disparity between visual and auditory recall. Poor visual recall is due probably to weak and unco-ordinated impressions and the lack of adequate mental images as guides in the spatial world.

G. READING AND SPELLING.

I. *Analysis of Responses.*

- (1) Discrimination between symbols: Not very good — *i* at times confused with *l*.
- (2) Association of sound and symbol: Good.
- (3) Focus: Apparently poor. Syllables in long words sometimes repeated when sounded.
- (4) Eye-grasp: Limited to the individual word.
- (5) Both synthesis and analysis are used.
- (6) Intonation and Phrasing: Intonation monotonous, phrasing absent.
- (7) Interpretation and reproduction: Good.
- (8) Errors in spelling: Spelling is fair but visual images of words as guides appear to be lacking in some simple high-frequency words in Afrikaans, such as *teen* (against), which due to faulty pronunciation is then spelt *ten*. Confusion also occurs between the Afrikaans and English spelling of words like *middel* (middle). *Skuur* (rub) due to faulty pronunciation is spelt *skier*. (Redgy's home language in English).

II. *Affectivity and Intentionality*: Redgy is intent at obediently facing and overcoming the obstacles represented by the reading task, but due to strained vision the task is found difficult and holds no relish.

III. *Inference*: Fluency in reading is affected by weak and diffuse vision and a restricted eye-grasp. Errors in spelling occur as the result of faulty pronunciation and the non-implementation of the visual image as a guide and control.

H. EXPRESSION IN LANGUAGE.

I. *Analysis.*

Quality of expression in relation to clarity and syntax, in general, is fair. The use of abstract words, however, is limited and expression for the greater part concrete. *Bat* (item 54) is noted to be different from *bell*, *drum*, *tambourine*, and *cymbal*, because "It doesn't make a noise." Only in the case of the more involved problems is clear expression unduly affected by confused thinking.

Vocabulary, however, especially of abstract terms is limited. Both language items failed are concerned with vocabulary. Abstract words related to emotions and feelings appear to have acquired a personal and specific significance in Redgy's world. *Pity* (item 53) means "that you look ugly." (One's appearance is affected by unsightly eyes). *Curiosity* means "you don't look nice." (Other people stare

curiously at you). *Surprise* means "you saw something that you didn't even know." (New discoveries in the field of vision).

II. *Affectivity and Intentionality.*

Redgy himself being the centre of interest, answering questions is enjoyed. He is however intent on impressing the psycho-pedoist and fully enjoying the situation rather than being fully responsible. No fear or anxiety is displayed.

III. *Inference.*

Excepting for limitations of vocabulary and a predominance of concrete forms, expression in language is satisfactory.

I. REASONING AND ACTIVITIES OF ORGANIZATION.

I. *Analysis.*

1. *Problems involving Congruency between Components.*

Six items were failed below the own age level, accounting for more than fifty per cent of all items failed. Analysis of the items shows that the concrete attitude and an inability to thematize for the purpose of noting correspondence between things is mainly responsible. Redgy is able to note incongruencies such as differences between objects but fails entirely to note similarities excepting in relation to size. He is unable to change the theme. Searching for words with similar meanings (synonyms) at the abstract level presents an even greater problem. A few examples follow:- Item 41: Similarity between *Bee* and *Sparrow*. "They're the same size." *Window* and *Door*: Ditto. *Bread* and *Meat*. "They're the same, but bread is made of crumbs and meat is made of bone." Item 63. *Rose*, *Potato*, *Tree*. "Rose and Potato are the same but a tree is *big*. (Q: But how are they all alike?). "When a tree is small then they are all alike." Item 62(a) Find a word beginning with *w* that means the same as *forest*. "Willow." (No). "*Wild*." (No). "*Wind*." (No). "Now *what* else can I think. *What*." (No). "*Wet*." (No). "*Web*." (No). "I'll get it! *West*." (Q: What does forest mean?) (R): "A lot of trees." "*Wait*, won't go. *Was*." (Think of the meaning). "Well, *when* you're lost. *When* will go. Did I get it right, teacher?" (b) Find a word beginning with *l* that means the same as *small*. "Will *lap* do, teacher? (No). "It's going to be hard. I can't think what begins with an *l* and means the same as *small*. *Lall*. Is that right teacher?" (No. What does *small* mean?) "*Little*." (Does not realize at all that he has given the correct answer).

2. *Problems involving Schematization of Patterns.*

Only two items are failed, viz. item 56, at the ten year level (establishing the number of a house in a pattern of

houses), and item 64, at the eleven year level (mental completion of a figure pattern). Item 56 related to the macro-spatial world was failed because the language term *opposite* as an organizational guide (spatial orientation) was incorrectly interpreted as *next to*. Item 64 was failed because no insight into the inter-relations of the figure pattern was gained. The figure pattern should be "held" mentally through visualization long enough to examine components and establish their inter-relations as a pattern. Memory, visualization and concentration are implicated in the activity.

II. Inferences.

Difficulties experienced in noting similarities were the most serious deficiencies and were noted to be accompanied by a rigid concrete attitude. This attitude applied also to the search for synonyms in which the search schema, determined exclusively by the initial letter, was predominantly concrete. A trial-and-error-procedure was followed, singularly marked by reliance on the psycho-pedoist and the absence of disciplinary control. Notwithstanding the apparent misguided intentionality of the child, the deficiency was so pronounced that suspicion was aroused regarding the basic soundness of the cortical sub-structure. The Form Board was consequently introduced as an additional aid in the present case and the results tended to confirm the suspicion that a brain lesion may be present. Redgy was unable to complete the test successfully without resorting to various trial-and-error attempts. A total of five such errors were recorded before the test was successfully completed, the first of which was an attempt to fit the oblong disc into the semicircle. A further neurological examination is indicated.

Item 64 of the problems involving schematization was failed due to lack of concentration. In spite of the test being conducted in two separate half-hour sessions Redgy again became fidgety showing signs of fatigue after his vivacious performance with the synonyms. Other similar problems were all passed. From the above we can thus perhaps draw the following inferences in regard to the poor quality displayed in reasoning and activities of organization and especially the noting of similarities. The poor quality is due to an inflexible concrete attitude which may, in part, be rooted in a defective organic basis, but which otherwise reveals a lack of intellectual orientation, i.e. a lack of insight into, and responsible implementation of guides and controls which act as methods of resolution. (In noting similarities the theme has constantly to be changed and responsible control in the form of circumspection in judgement must be exercised).

J. SPATIAL ORIENTATION.

Redgy is well orientated in relation to both left and right positions as well as to the main directions. He also passes quite a difficult problem — the only item above his own age level — concerned with directions. Questioned as to the source of his knowledge, he explained that he had been specially taught the directions by his mother.

K. RÉSUMÉ.

I. The Niveau and Structural Analysis.

Redgy attains a quantitative index of 93 based on a disharmonious profile with a relatively wide spread below his own age level, suggesting a certain degree of retardation and a more or less average potential. The structural analysis shows that the lowered quantitative index is the result mainly of failures in items concerned with problems of congruency.

Briefly the following can be noted.

(1) The Perception of Wholes.

Both the reading distance and the visual field are severely restricted (RD $4\frac{1}{2}$ ins; WVF $3\frac{1}{2}$ ins.). He has vision of the left eye only.

Illustrations exceeding the width of the visual field are not readily perceived as wholes. Perception appears to suffer from a dearth of mental images at the concrete level. On the whole the quality of the perception of wholes is very poor throughout.

(2) Memory.

There appears to be a significant disparity between visual and auditory recall. Auditory recall is fair. Recall of visual impressions is very poor indeed.

(3) Reading and Spelling.

The quality of reading is, judged by normal standards, rather poor in spite of the fact that mastery of the system of symbols has been acquired. The eye-focus appears to be erratic, eye-grasp restricted, phrasing and intonation absent and the tempo slow and somewhat hesitant. The quality of spelling is fair but is affected by a purely phonetic approach and faulty pronunciation.

(4) Expression in language.

Excepting for limitations of vocabulary and a predominance of concrete forms, expression in language is satisfactory.

(5) Reasoning and Activities of Organization.

The quality of reasoning and activities of organization is very poor in relation to problems of congruency in which the noting of similarities is concerned. The poor quality is the result of an inflexible concrete attitude, a trial-and-error procedure, the lack of orientational guides and responsible spiritual controls. The possibility of the presence of a brain lesion is not excluded. Achievements in problems relying on the sustained suspension of the mental image are satisfactory. One problem concerned with the macro-spatial world is failed due to the absence of orientational guides, and one problem concerned with the micro-spatial world is failed due to the rapid onset of weariness, loss of interest and lack of concentration, necessitating suspension of testing operations.

(6) Spatial Orientation.

Redgy is well orientated in relation to both left and right hand positions as well as to the main directions. A problem is therefore passed above his own age level.

(7) Psychic Tempo.

The psychic tempo is rather slow throughout.

II. *Influences Affecting the Quality of Achievements.*

(1) *The Visual Defect as a Physical Influence.*

- (a) Measurements showed that vision was severely restricted (RD $4\frac{1}{2}$ ", WVF $3\frac{1}{2}$ "). Erratic focalization and a fall-out to the right were noted.
- (b) Restricted vision has resulted in an acquired close-up approach to didactical material, prohibiting perspective and hampering the perception of wholes which exceed the width of the visual field.
- (c) It is a suspected influence in the restriction of the eye-grasp, affecting phrasing, intonation, tempo and interpretation.
- (d) The visual defect is a suspected influence in the lack of development of an adequate repertory of visual imagery at the concrete level especially in relation to the macro-spatial world.
- (e) It is also a suspected influence in the lack of development of the visual images of words as orientational guides and controls in reading and spelling.
- (f) It is partly-responsible for the deficiency in vocabulary due to visual isolation in the macro-spatial world and to difficulties presented by the reading task.

(2) *Brain lesion as a Physical Influence.*

The possibility of a brain lesion underlying the concrete attitude affecting reasoning, has been noted.

(3) *The Scholastic Attunement.*

(a) Affectivity.

Isolation, lethargy and lack of affective contact with the book has affected all aspects of Redgy's intellectual orientation.

(b) Spiritual Attunement.

Spiritual controls are lacking in reasoning, judgment being seriously affected by a lack of responsibility and circumspection.

L. THE PEDAGOGICAL SIGNIFICATION.

Redgy's lowered quantitative index is the result mainly of failures in reasoning and activities of organization. Apart from such possible effects of physical influences as we have noted, these failures are due mainly to a lack of spiritual controls. Redgy is quite unperturbed about the scores of answers — all wild uncontrolled guesses — which he gives to questions, and quite as unperturbed about the quality of the work he renders. He accepts the tasks on the psychopedoist's responsibility and not on his own responsibility. A specific approach or theme is implemented and the suitability of the resolutions it renders is not subjected to judgment. Judgment is left to the psycho-pedoist. And despite the manifest futility of a theme — selected haphazardly — it is persisted in until resolutions amount to sheer nonsense without causing Redgy the slightest perturbation. He is not concerned about exercising any independent and responsible judgment before giving a reply.

This attitude is clearly the result of his upbringing. Redgy is completely dominated by his mother to whom he has relegated the matter of *responsibility* for all aspects of his existence, including that of the development of his intelligence. The mother in her endeavours at raising Redgy as a "model boy," evidently does not yet fully realize what exactly the characteristic requirements are that are central to such a goal. The pedagogical goal, we may state again, can never be anything else than a maturity characterized specifically by the acceptance of *responsibility* towards spiritual values. The mother has succeeded in keeping Redgy dependent and immature and has bereft him of all opportunity for developing attitudes of independent thought and of exercising responsible and independent judgment. Talks with the parents and also a neurological examination are indicated.

JOSEPH.

A. ANAMNESIS.

THE HOME PEDAGOGICAL BACKGROUND
AND EARLY SCHOOL HISTORY.

Age: 12 y. 7 m. Std. IV. I.Q. 94.

Vis. Acuity: 6/60.

I. *Family Constellation.* — Joseph is the fifth eldest child in a family consisting of the parents and six children. All the other children have normal vision.

II. *Socio-economic Standards.* — Cultured middle-class family. Father an artisan in government service, mother a full-time housewife. Religious, moral and ethical values appear to be very well preserved in the home. The father is a member of the church council.

III. *Parent-child relations.* — Parents profess to have fully accepted Joseph and to be very attached to him. The father has declined various offers of promotion in order to remain close to his son who at present is a pupil in the school for partially-sighted children. Relations between the children are reported to be good, with Joseph an "incurable tease" within the home circle. Joseph has accepted his defect, but is nevertheless perturbed about his future. His great ambition is to become a minister of the church if his vision will permit of a successful completion of the necessary school career.

IV. *Authority and Guidance.* — Joseph accepts authority, is tractable and generally well behaved. Corporal punishment is never resorted to. The mother considers the possibility that Joseph might be pampered overmuch. He is sensitive and easily offended.

V. *Habits.* — He has been very neat and orderly since early childhood.

VI. *Developmental History.* —

1. Pathology: Normal children's diseases. No family history of defective vision. Birth was not normal. Joseph was a bridge baby. At three-and-a-half years he contracted poliomyelitis. Visual defect was discovered after five days. Perception of light developed only at three months.

VII. *Schooling.* — Started at six at normal school. Passed grade one but failed grade two and was then transferred to school for partially-sighted children.

B. PHENOMENOLOGICAL OBSERVATIONS

SUPPLEMENTED BY

SCHOOL COMMENTARY AND VIEWED AGAINST
BACKGROUND OF REFERENTIAL SCHEMA

I. SPIRITUAL ATTUNEMENT.

1. *The Status of the Intellectual Task.* — Great esteem is

shown for teachers and the institution. Interests are, however, selective rather than general. Joseph shows a predilection for Nature Study. His hobbies include the study and collection of insects. His attitude towards some subjects, and also towards pictorial aids, on the other hand, is negative and spiritless. He has a logical approach to problems generally, but is most sensitive to failure. He is competitive only while assured of success, and easily turns defeatist in the face of difficulty, in which case he withdraws and resorts to rationalization by blaming his weak eye-sight.

2. *Concern for Truth.* — Responses are frequently thoughtless showing a lack of circumspection in judgment.

3. *Acceptance of Authority and Guidance.* — Joseph is obedient. Overtly, he responds to guidance and accepts discipline in good grace. Discipline is, however, readily interpreted as rejection and leads to moping (behind the scenes). Open malice is never shown.

4. *Volition.* — Joseph does not exert himself overmuch excepting in work which is to his liking. Not much concern is shown for the level at which achievements are rendered. Emotions, however, are well controlled.

II. AFFECTIVITY.

Some tasks lack appeal. Emotional involvement at times follows on failure and results in withdrawal accompanied by feelings of inferiority and hypochondriacal complaints about the eyes.

III. PHYSICAL.

Often complains about eye-strain, but complaints are exaggerated and have a psychological rather than a physical source.

IV. THE SCHOLASTIC ATTUNEMENT.

Joseph's scholastic attunement, generally, appears to be less favourable than the anamnesis would lead us to expect. The range of spiritual interests is too restricted and his attitude, in general, too defeatist. The intentionality, with certain exceptions, is directed not at acquiring a world of meaning but at protecting a faltering self-esteem against the unbearable experience of failure and sense of rejection in the intellectual world. Protection for his self-esteem is sought in *malinger*ing by placing the blame for failure on the eye-defect. The task lacks appeal — it has become "a task of shame" — one not to be entered into, but to be rejected and circumvented. In addition emotional involvement would lead to loss of the abstract attitude.

C. THE NIVEAU ANALYSIS.

Age Level	Items						
Yrs.							
8	40	41	42	43	44	45	46
9	47	48	49	50	51	52	53
10	54	55	56	57	58	59	60
11	61	62	63	64	65	66	
12	67	68	69*	70	71	72	*Own Age Level.
13	73	74	75	76			
14	77	78	79				
15	80	81					
16	82	83					

I. Quantitative Index (I.Q.) 94.

II. Profile: Disharmonious with wide spread both below and above the own age level ranging from the ninth year to the sixteenth year level.

III. Inference: The potential is appreciably higher than that indicated by the quantitative index.

D. STRUCTURAL ANALYSIS.

I. *Items failed at and below own age level relying heavily on —*

(1) Language: 55 69.

(2) Memory: 51 55 69 72

(3) Reasoning and activities of Organization

(a) Congruency: 58.

(b) Schematization: 48 56 66 68.

(4) Spatial Orientation: 66 68.

II. *Items passed at and above the own age level, relying heavily on —*

(1) Language: —

(2) Memory: —

(3) Reasoning and Activities of Organization:

- (a) Congruency: 83
- (b) Schematization: 75 78.

(4) Spatial Orientation: —

III. *Inference.*

The lowered Q.I. appears to be the result mainly of failures in —

- (1) problems involving a sustained suspension of the mental image and its organization and
- (2) failure in memory items.

A further analysis of the activities implicated will be presented in the subsections which are to follow.

E. THE PERCEPTION OF WHOLE.

I. *Measurements.*

- (1) Reading Distance (12 pt. lettering): $6\frac{1}{2}$ ins.
- (2) Width of Visual Field: 6 ins. with a fall-out to the right.

II. *Score.*

- (1) *Structured Material*: 2 (out of 3).
 Pict. 1: A worm (+).
 Pict. 2: A building (-).
 Pict. 3: A star (+).
- (2) *Unstructured Material*: 7 (out of 10).
Quality: Three popular responses.
 Four poor confabulations.

III. *Approach.*

(1) *Affective Responsiveness and Spiritual Activity* —
 The pictures lack appeal. They are viewed with distrust and feelings of inferiority. Posture is limp and drooping. Joseph has to be told each time to take the picture in his hand. Picture 1: Surveys section after section at a distance of about seven inches. "I can't make out what it is. I have never seen things like these before." (Returns picture). Joseph is persuaded to make a second attempt and to try to understand the meaning of the picture as a unitary whole. He surveys the picture more rapidly: "A worm. I think so. But I can't say if it is." Picture 2: "I'll say it's a building." (Q): "What kind of building?" (R): "I couldn't say." Picture 3: Picture is surveyed more effectively, left to right, up and down. "It's a star. But I can't see it very plainly."

IV. *Inferences.*

- (1) Pictures exceeding the width of the visual field are not seen as wholes and are not perceived as such in cases

where the details do not themselves supply a cue that they are part of a meaningful whole. A successful synthesis is achieved when it is realized that the picture represents a whole.

- (2) The perception of wholes is affected by inadequate exploration due to feelings of inferiority and a defeatist attitude.
- (3) Perception of wholes which do not exceed the boundaries of the visual field appears to be adequate.
- (4) A massive object in the macro-spatial world, such as a school, is not recognized when presented in picture form whereas an object — such as a worm — within the micro-spatial world, is recognized.

F. MEMORY.

I. *Analysis of Reproduction.*

1. *Visual Impressions.*

- (a) The Silkworm.
 - (1) General Resemblance: Poor (Head missing).
 - (2) Correctness of Pattern: Fair (Leg pattern on front section incorrect).
 - (3) Integration of Details: Fair (Symbols are included but venturi omitted).
- (b) The School.
 - (1) General Resemblance: Fair.
 - (2) Correctness of Pattern: Poor. (Door-window pattern incorrect).
 - (3) Integration of Details: Fair (Some symbols omitted).
- (c) The Star.
 - (1) General Resemblance: Fair.
 - (2) Correctness of Pattern: Fair.
 - (3) Integration of Details: Good.

Inference. — The recall of visual impressions is fair to good when considered as rough approximations. Pattern combinations — such as the door-window pattern in picture two — have however not been *accurately* observed and remembered.

2. *Auditory Impressions.*

Four items are failed. These include recall of a figure series, recall of two sentence patterns and the recall of facts from a passage read. In the case of the figure series, all the figures are repeated but transpositions occur. Illusions occur in the recall of the sentence patterns and inaccuracies occur in the facts which have to be remembered. No compensatory passes are attained at higher levels.

II. Inference.

There appears to be no great disparity between the quality of visual and auditory recall, respectively. Reproduction of auditory impressions — not unlike the reproduction of visual impressions — also amounts to the reproduction of approximations. Failure in both types could be ascribed to an affective rejection of the material, such as was pointed out in the previous subsection. The items are not entered into and no real effort at concentration is made, the intentionality is one of defeatism, negation and self-depreciation. Joseph believes he is unable to remember.

G. READING AND SPELLING.

I. Analysis of Responses.

- (1) Association of sound and symbol: Satisfactory.
- (2) Eye-grasp: Limited to the individual word.
- (3) Phrasing and intonation: Absent.
- (4) Fluency: Tempo slow and hesitant.
- (5) Approach. — Book held at distance of four inches from the eyes. Difficult words are partly sounded and then pronounced before they are fully analysed, with the result that many errors occur. What is pronounced is an approximation of what the word viewed superficially could represent when incompletely analysed. Accurate discrimination between and determination of the syllables and their contained symbols are not made. *In* is perceived and pronounced *is*; *vlytig* (diligent) is perceived as *vlugtig* (hasty) — the *y* being seen as a *u* and a *g* simultaneously; *nessie* (little nest) is seen as *nessies*, etc.
- (6) Insight and Reproduction: Fair. Insight is, however, affected by misreadings, a restricted eye-grasp and a hesitant tempo.
- (7) Errors in Spelling. — The dictation test abounds with errors. *Middel* (middle) is spelt *midil*; *verskyn* (appear) is spelt *versky*; *ingewikkeld* (complicated) is spelt *ingewikilt*; *groter* (bigger) is spelt *grooter*, etc.

II. Inferences.

- (1) The poor quality displayed in reading must, in part, be ascribed to unclear visual impressions. There is, however, evidence of a lack of responsible entrance into the reading task, despite difficulties experienced in visual discrimination. The underlying reasons are affective rejection of the reading material and a defeatist and malingering intentionality manifested by a spiritless approach and constant reference to visual strain.

- (2) In spelling, the memory images of words are poorly developed and are absent as guides and controls in correct spelling. Errors are due to a purely phonetic approach and to a serious lack of the mastery of spelling rules — a lack which further suggests a continued affective rejection of the spelling task in the past, accompanied by malingering.

H. EXPRESSION IN LANGUAGE.

I. *Analysis.*

Clarity and syntax are satisfactory. Joseph experiences no difficulty in the abstraction of meaning and its organization in correct syntactic structures including those of the complex and compound sentences. Succinctness in expression is still too frequently sacrificed though due to concrete thinking and the absence of categorical names. (Item 49. Similarity between a banana and a lemon: "You can eat a banana and you can eat a lemon"). A vocabulary test is failed at his own age level and a deficiency is shown especially in the command of abstract words.

II. *Affectivity and Intentionality.*

Joseph enters into communication with a forced half-smile and assumed spirit of bonhomie which miscarries due to a lack of true spontaneity. The attitude constitutes a barrier between him and the psycho-pedoist in the establishment of an inter-subjective world. The root cause is seen as guilt and feelings of inadequacy. The compliment of the smile and proffered camaraderie is paid across a gulf of guilt that separates him from the psycho-pedoist, and is an intended negation of deficiencies and failures in the didactical situation — a negation that morally allows him to consort with the psycho-pedoist as an authority figure on an acceptable footing in terms of the latter's more stringent though justified demands for a high grade quality in the performance of his duties in exchange for goodness and kindness shown to him. The following projection secured in answer to the question, why children should obey their parents (item 58) is significant: "Children should obey their parents because the parents are so good to them and because the parents do everything that is possible for them."

III. *Inference.*

The development of language shows a measure of retardation in respect of vocabulary, which could perhaps, in part at least, be ascribed to a lack of true identification with parents and figures of authority. Succinct expression is hampered through the lack of implementation of abstract words. In general the quality is, however, not much below that which is expected at the particular age level for a child with an average potential. It is believed though that Joseph is capable of a much higher level of achievement.

I. REASONING AND ACTIVITIES OF ORGANIZATION.

I. *Analysis of Responses.*

1. Problems involving congruency.

All items are passed at the expected age level, excepting item 58, giving two reasons why there should be plenty of railways in our country. Joseph was unable to supply any reason whatsoever and replied that he would again think about the matter later. An item at a higher level is also passed.

With the exception of one or two rather superficial responses accompanied by concrete thinking, the quality of the answers, though in no case brilliant, is satisfactory. The poorer responses include answers such as, "A snake, a cow and a sparrow are similar because they can't talk."

2. *Problems involving the Schematization of Patterns.*

Here we note that four items at and below the expected age level are failed while two at much higher levels are passed.

A further analysis of the four items failed, shows that three of them (56, 66, 68) are concerned with wide areas in the macro-spatial world. The fourth item, unrelated to the spatial world, requires naming the months of the year and stating which month precedes any other month specifically named. Of the items with a macro-spatial connotation, item 56 more specifically, involves establishing the number of a house in a specific street pattern of houses; item 66 the direction of a specific town, and item 68, providing a schematized plan of search for a purse lost in a big field.

The two items passed at the higher levels involve schematization of components which, in experience, are handled at a relatively close proximity whilst perspective of the whole and the part in their relationship to each other is not sacrificed as a result of restricted vision.* Item 75 is concerned with the mental suspension and organization of a numerical pattern of consequence at the fourteen year level, and item 78 with the manipulation of quantities of water in cans of differing capacity in order to effect a required numerical solution.

II. *Inferences.*

- (1) Reasoning and activities of organization involved in problems of congruency are, in general, maintained at a satisfactory level. The quality of the responses is fair.
- (2) Failures occur especially in problems which involve a sustained suspension of the mental image where the latter pertains to wide areas and the inter-relationship of things in the macro-spatial world. These failures

* The extent to which visual acuity and the visual field are affected are, of course, determining factors in deciding whether specific objects should be classified as belonging to either the macro- or micro-spatial worlds, respectively, in each individual case.

suggest that the images and the related organizational guides and controls pertaining to the macro-spatial world are inadequate.

J. SPATIAL ORIENTATION.

Joseph fails all items based on spatial orientation. Direct questioning showed that he is well orientated in relation to left and right positions but not at all in relation to the main directions.

K. RÉSUMÉ.

I. *The Niveau and Structural Analysis.*

Joseph attains a quantitative index of 94 based on a disharmonious profile with a relatively wide spread below and above his own age level — a pattern which suggests a sound potential and a retarded development. The structural analysis shows that the lowered quantitative index is the result mainly of failures in items related to memory and to the organization of patterns in the macro-spatial world. Failure in items of memory was attributed to psychological and spiritual influences; and failure in problems of organization concerned with the macro-spatial world, to the inadequacy of related images and organizational guides and controls.

Briefly the following can be noted.

(1) The Perception of Wholes.

Both the reading distance and the visual field are fairly restricted (RD 6", WVF 6"), with vision to the right most affected.

Perception of wholes which exceed the width of the visual field is achieved only with great difficulty after realization that the presented parts do in fact constitute a whole. Massive objects in the macro-spatial world are not recognized when presented in the form of graphic illustrations; while smaller objects belonging to the micro-spatial world are recognized when so presented.

(2) Memory.

No great disparity between the quality of visual and auditory recall, respectively, has been found to exist. Both are noted to suffer from inaccuracies.

(3) Expression in Language.

Quality, in relation to clarity and syntax, is fair but circumlocution is not avoided due to the frequent non-implementation of categorical names. Vocabulary, in addition, is somewhat restricted.

(4) Reading and Spelling.

The quality of both reading and spelling is poor. In reading the eye-grasp is restricted, phrasing and intonation absent, the tempo slow and hesitant, and misreadings occur. Interpretation is fair. In spelling the approach is exclusively phonetical and unsupported by spelling rules and the visual images of words.

(5) Reasoning and Activities of Organization.

Reasoning and activities of organization involved in problems of congruency, and in problems of schematization related to the micro-spatial world, are maintained at a satisfactory level. The quality of the responses is fair. Failure occurs especially in problems of schematization pertaining to wide areas and the interrelationship of things in the macro-spatial world.

(6) Spatial Orientation.

Organizational guides and controls in relation to the main directions in the macro-spatial world are absent.

(7) The Psychic Tempo is slow throughout.

II. *Influences affecting the Quality of Achievements.*

1. *The Visual Defect as a Physical Influence.*

- (a) Measurements showed that both acuity and the visual field were affected (RD 6"; WVF 6"). A fall-out in the visual field towards the right was noted.
- (b) Restricted vision has resulted in an acquired close-up approach to didactical material, prohibiting perspective and hampering the perception of wholes which exceed the width of the visual field.
- (c) It is a suspected influence in the restriction of the eye-grasp to the individual word, affecting phrasing, intonation, tempo and interpretation.
- (d) It is also a suspected influence in the lack of development of the visual images of words as guides and controls in reading and spelling.
- (e) It is suspected of being responsible for the poor achievements in problems involving the schematization of patterns related to the macro-spatial world.
- (f) It is partly responsible for the deficiency in vocabulary due to visual isolation in the macro-spatial world and to difficulties presented by the reading task.

2. *The Scholastic Attunement.*

(a) Affectivity.

Feelings of inferiority and inadequacy were noted to affect memory and also the quality of performance in all tasks in which vision was implicated, viz. reading,

spelling, the perception of wholes and the reproduction of visual impressions. All these tasks lacked appeal.

(b) Spiritual Attunement.

Malingering and its cumulative effects has, no doubt, contributed to a retardation in development, generally, but specifically it was noted to affect perception, memory, reading and spelling.

THE PEDAGOGICAL SIGNIFICATION.

Joseph's world is the world of the mute reproach. The parents, well-meaning though they may be, are over-solicitous and their expectations concerning Joseph's career — he is headed for the ministry, the parents as we noted being very religious — is, in the child's present circumstances, quite unrealistic. Joseph has accepted the religious values of his home and has donned the image of the ideal son with which he has been faced by the parents — but the image is a false image and is in conflict with what he is at present able to achieve within the school situation. This state of affairs has led to feelings of guilt towards his parents. The love, kindness and sacrifices of the parents in the circumstances amount to little less than silent tyranny which is perhaps worse than open rebuke. Joseph is deeply impressed by the attitude of his parents who are doing "everything that is possible" and sacrificing themselves for their son. All that he has to offer in return are inferior scholastic achievements and lack of application to his work — deficiencies which are incompatible with the ideal image. The inferior achievements constitute a lack of mastery of the book resulting from a lack of application. The lack of application centres in an affective contact which has been hampered in its development again through a sense of failure, which — apart from the influence of the present lack of achievement and by difficulties presented by defective vision itself — must be seen primarily as the result of his early experiences and initial setback in a school for normal children. In donning the false image impressed on him from outside, Joseph has no escape from the opprobrium which attaches to his inferior work and lack of application other than by denying responsibility for these deficiencies and resorting to malingering, i.e. placing the blame on his eyes.

What the parents have perhaps not realized, is that it is not support alone that is necessary, nor only acceptance, but acceptance accompanied by aid and support — by aid and support "exactly there where the child finds itself," both didactically and psychologically. His practical problem as well as his psychological problem must be solved. And his practical or pedagogical problem can only be solved by degrees, and step by step, whilst the psychological or affective

problem, tackled at its source, is further ameliorated and resolved *pari passu* with increased progress and self-confidence based on *real* achievements.

To say that failure *initially* was due to defective vision is no mere pathological rationalization but a confrontation with an irrefutable fact; and to expect lower standards of achievement is no more than recognition of the very real difficulties with which the child has had to contend: but to allow the difficulties to usurp the place of *responsibility* is indeed allowing resort to rationalization in its true pathological form. The child must be guided to discover his whole problem in its correct perspective; didactical aid, especially in relation to the mastery of the spelling rules, should be given, immediate goals should be lowered, successes encouraged and the child supported on its way to responsibility and maturity.

Talks with teachers and parents, didactical aid and therapy are indicated.

BULA.

A. ANAMNESIS.

THE HOME PEDAGOGICAL BACKGROUND AND EARLY SCHOOL HISTORY.

Age: 11 y. 6 m. Std. II. Q.I. 73.

I. *Family Constellation.* — Bula is the eldest child in a family consisting of the parents and three daughters. Bula is six years older than the next eldest child.

II. *Socio-economic Standards.* — A cultured family of somewhat above average means. Father an officer in the army. Mother a full-time housewife. Moral and ethical values appear to be well preserved in the home. The parents are not very religious. Marital relations are very good.

III. *Parent-child relations.* — The father professes to be fond of his daughter. The child is, however, emotionally completely rejected by the mother. Bula is very fond of her two little sisters.

IV. *Discipline.* — The father is often away from home for long periods. Discipline, which devolved upon the mother, has — especially during the child's early infancy — been harsh and very severe, corporal punishment frequently being resorted to in cases of obstinate behaviour and temper tantrums, to which the child was subject.

V. *Hobbies.* — Bula has neither friends nor hobbies.

VI. *Habits.* — Very neat and tidy.

VII. *Developmental History.* — Birth was normal. The mother, however, had German measles during pregnancy, to which Bula's eye defect is ascribed, the defect being a case of congenital cataract. Several operations were neces-

sary up until the age of four. Bula was later discovered to be partially deaf. No other serious illnesses were suffered. A slight curvature of the spine has, however, developed.

Locomotion and speech. — Initially very immobile and isolated. Walking commenced at two years. Speech was slow to develop. Words spoken at three and a half years, sentences at four.

VIII. *Schooling*. — Attended a nursery school and at seven years nine months the school for partially-sighted children, where she was for some time unco-operative, negativistic and emotionally unstable.

B. PHENOMENOLOGICAL OBSERVATIONS SUPPLEMENTED BY SCHOOL COMMENTARY AND VIEWED AGAINST BACKGROUND OF REFERENTIAL SCHEMA.

I. SPIRITUAL RESPONSES.

1. *Status of the Intellectual Task*. — Shows great esteem for the institution, the teacher and the book. Keenly intent on learning, but has an aversion of all domestic duties. Generally non-competitive in mental problems, being somewhat hard of hearing and slow in the uptake. Has no specific intellectual interests excepting occasional reading of stories in the school library. Shows no predilection for objective and reasoned judgment as a spiritual and intellectual value. Often suspicious, emotional and biased in outlook and approach to problems.

2. *Concern for Truth*. — None. Given to defensive lying.

3. *Authority*. — Does not flout authority openly but submits grudgingly. Not disobedient however in regard to school duties, but frequently so in regard to domestic duties. Accepts guidance only within the didactical situation.

4. *Volition*. — Applies herself consistently to the task but does not persevere in the face of difficulties. Usually exercises great care and control in the execution of the task. Emotional control is weak.

II. AFFECTIVE RESPONSES.

1. *Affective Organization*. — Establishes good affective contact with the book and the routine task. A call to face a more difficult task is experienced as a situation of threat and censure resulting in fear, anxiety, tension and sometimes negativism.

III. SCHOLASTIC ATTUNEMENT.

From the foregoing we can infer that apart from an intent to learn, Bula's scholastic attunement leaves much to be desired both spiritually and affectively. Spiritually she shows no concern for truth and is not free from bias.

Affectively, her emotional life is seriously disturbed. A clear distinction appears to have developed between an intellectual world and a domestic world. Bula has chosen the former and emphatically rejected the latter — due, no doubt, to experiences in the home environment. Existence in the intellectual world is, however, continuously being threatened by a psychological horizon which embraces a present and a future as affected by the fearsome physiognomy of past domestic and family life.

The scholastic attunement as constituted is thus unfavourable for developing an approach to didactical material which could be considered as objective, truth-seeking, unbiased and emotionally detached.

C. THE NIVEAU ANALYSES.

Age Level	Items						
(Years)							
7	33	34	35	36	37	38	39
8	40	41	42	43	44	45	46
9	47	48	49	50	51	52	53
10	54	55	56	57	58	59	60
11	61	62	63*	64	65	66	*Own age level
12	67	68	69	70	71	72	

Items in bold type have been passed.

I. Quantitative Index 73.

II. Profile: Stable at six year level with slight spread ranging no further than the eight year level. The stable profile at the low level is suggestive of a restricted potential.

D. THE STRUCTURAL ANALYSIS.

I. Items failed below the own age level. — No meaningful classification can be made, as no intermittent passes are achieved above the eight year level. An analysis of failures at the seven to eight year levels will, however, be given.

(1) Language 35 46

(2) Memory 35

(3) Reasoning and activities of organization.

(a) Congruency 34 36 40 41

(b) Schematization 43 45

(4) Spatial Orientation Nil.

Inference: Failures are not restricted to specific activities but are related to all mental activities.

II. Items passed at the seven to eight year level.

(1) Language 42

(2) Memory 38

(3) Reasoning and activities of organization.

(a) Congruency 44

(b) Schematization 33 37 39.

(4) Spatial Orientation: Nil.

Inference: Quantitatively, the best overall achievements are related to problems of schematization, the poorest to problems of congruency. But passes in the former are attained at a lower age level so that the best achievement is attained in problems of congruency.

E. THE PERCEPTION OF WHOLE.

I. Measurements.

Reading distance (12 pt. type) 7 ins.

Width of visual field 6 ins.

II. Score.

(1) Structured Material 2 (out of 3).

(Responses:- Pict. 1. "It looks like a worm."

Pict. 2. "It's a house." Pict. 3. "It's a star").

(2) Unstructured Material 2 (out of 10).

Quality: One popular response to Card VI ("A skin of an animal"); one poor anatomical response (Card II: "A pelvis").

III. Affective Responsiveness and Spiritual Activity. — Bula established affective contact with the pictures, but in quite a perverse manner. The first picture (Silkworm) precipitated a mood of poorly controlled mirth and sexual preoccupation accompanied by blushing and giggling. The overt response, however, was: "It is a . . . — it looks like a worm." The same mood persisted also throughout the Rorschach Test. In the case of the latter, only two responses (noted above) were ventured. And on giving the second response Bula claimed complacently that she had already interpreted the meaning of two pictures. All the other pictures were responded to by evasive remarks and giggles.

IV. Inference. — There are no indications of an organic debility as previously suggested by the low quantitative

index. Failure in recognition of the School pattern (Pict. 2) suggests that Bula has no clear mental picture of a school as an image differentiated from that of a house, due to a degree of visual isolation in the spatial world. Despite the deficiency (if our assumption be correct) a more satisfactory interpretation could, however, still have been achieved through a reasoned approach to the picture based on the large number of doors and windows it contains. Bula never noticed these as significant components (her drawing contains only four doors) due on the one hand to a restricted visual field in which she sees only a few doors at a time, creating an impression of fewer doors than what are presented, but due on the other hand to the lack of a serious acceptance and careful study of the task on hand. We must conclude that failure was also due to a somewhat shallow contact with the picture. The task was not entered into. In Bula's flippant, sexual world of the moment, the picture of the school, or the house as she saw it, had little significance. Pictures which contained sexual symbols were, however, wholly entered into. The following response, for instance, was given to card II of the Rorschach series: "This! Is . . . It could be a . . .". (Giggles. Traces outline with finger). "Yes, it looks like a pelvis." (Card II could be interpreted as representative of a female sexual symbol or symbols).

Besides visual isolation, failure could thus also be ascribed to a misdirected, perverted intentionality at the psychosomatic level as the result of sexual needs and the lack of affective control and spiritual values associated with propriety.

The above interpretation considered together with the low quantitative index would appear to justify a diagnosis of spiritual debility, but only when viewed superficially. The desire for exploration and achievement at the abstract intellectual level is by no means absent — evidenced by the complacent remark regarding her own successful interpretation of at least two Rorschach cards—instead the intentionality is temporarily side-tracked by the appeal of sexual symbols. In noting this appeal we should not disregard the particular stage of her psycho-sexual development (Bula has already entered puberty and is physically well developed), and also especially the disturbed mother-daughter relationship together with the pedagogical implications which such a disturbed relationship with its lack of intimate contact would have for the moral and sexual guidance of the child.

We thus conclude, finally, that the perception of wholes — partly successful — is affected by a possible visual isolation from large extended masses in the spatial world as wholes (note that the silkworm falls in the opposite cate-

gory) and by a psycho-somatic approach due to the lack of identification with spiritual values related to propriety.

F. MEMORY.

I. Analysis of Reproduction of Responses:-

1. *Visual Impressions.*

(1) *The Silkworm.*

(a) General Resemblance: Poor.

(b) Correctness of Pattern: Poor.

(c) Integration of Details: Poor (Symbols omitted).

(2) *The School.*

(a) General Resemblance: Poor.

(b) Correctness of Pattern: Poor.

(c) Integration of Details: Poor. (Symbols omitted).

(3) *The Star.*

(a) General Resemblance: Good.

(b) Correctness of Pattern: Good.

(c) Integration of Details: Poor. (Symbols omitted).

(4) *Bead Chain* (Simple pattern): Good.

Inference: Recall of visual impressions which exceed the width of the field of vision is poor. Extraneous details are not integrated into the general pattern and are not remembered. Restricted and diffuse vision affects recall of visual impressions.

2. *Auditory Impressions and Recall of Facts.*

Fails all items above the eight year age level.

Inference: Recall of auditory impressions is also poor. There is thus no serious discrepancy between visual and auditory recall.

II. *Affectivity and Intentionality.*

A misdirected intentionality and lack of affective contact — referred to in the previous sub-section — have, apart from physical limitations also contributed to weak visual impressions and thus not improbably to weak auditory impressions as well. A further analysis of affective states and intentionality will, however, be given in the subsections on language and reasoning which are to follow.

G. READING AND SPELLING.

I. *Analysis of Responses.*

(1) Association of sound and symbol: Good.

- (2) Differentiation between symbols: Confusion between *g* and *j*.
- (3) Eye-grasp: Limited to individual word.
- (4) Intonation and phrasing: Fair.
- (5) Tempo: Slow but fairly even.
- (6) Approach: Holds book about four inches from the eyes. Use is made of both synthesis and analysis.
- (7) Insight and Reproduction: Good insight where content is in purely narrative form.
- (8) Errors in Spelling.

Spelling is good and very few errors occur. The few errors that do appear point to a predominantly phonetic approach and absence of the visual image as a guide and control, e.g. *haarlint* (ribbon) is spelt *haar-lind*.

II. *Affectivity and Intentionality.*

Good affective contact is made with the book in reading, and Bula is intent on reading well and on understanding what is read. Written work in spelling and dictation is very neatly done and good control is exercised.

III. *Inference.*

Fluency in reading is affected by weak and diffuse vision and a restricted eye-grasp. Spelling is fairly good although errors in spelling still show a lack of the visual image in the case of the fairly common word.

H. EXPRESSION IN LANGUAGE.

I. *Analysis.* — Bula's command of language is very poor in all respects including both clarity in expression and syntax. Articulation is also poorly developed.

The following response to item 40c, illustrates the difficulty which Bula experiences in abstracting and organizing the meaning which she wishes to convey and the syntactic errors with which her sentences abound.

(Q). "What is silly or impossible in the following statement: A man said, 'I know a road from my house to the city which is downhill all the way to the city and downhill all the way back home'?"

(R). "A . . . that he's . . . a . . . a . . . because a . . . because from the city downhill to his house and uphill to the city."

Besides difficulties experienced with abstraction and syntax, succinctness in expression is also affected through the lack of implementation of categorical language names. Vocabulary in general, however, is poor.

II. *Affectivity and Intentionality.*

Faced with the task of the solution of problems, Bula's

responses — as will be further illustrated in the sub-section on reasoning, which is to follow — show signs of pronounced affective disturbance. The task is found unsavoury and is responded to with rejection of the material and even with hostility. Guidance is not taken kindly in the way it is given — it is experienced as denunciation. Bula although submitting to the demands of the situation, is not intent on clear and correct expression but on the vindication of her self-esteem within a situation of threat and shame.

III. *Inference.*

Bula's command of language is detrimentally affected by unfavourable affective states aroused by the physiognomy of an alien, confused and unfathomable world of abstract relations surrounded by a horizon of threat and insecurity rooted in the home pedagogical background on the one hand and by deafness on the other hand.

I. REASONING AND ACTIVITIES OF ORGANIZATION.

1. Problems involving congruency between components.

All problems above the eight year level are failed. Bula apparently gains little insight into relationships between things as the following examples will show.

Item 34b. (Problematic Situations).

Q. "A little girl came into her home crying and holding an empty bag with a hole in it. What do you think had happened?"

R. "She had cut herself."

Item 36c.

Q. "What should you do if you found on the streets of a town a three-year old child who was lost?"

R. "I don't know! I don't know! I don't know!" (Voice raised to an agitated screech).

Item 40b. Discovering the incongruous component.

Q. "What is wrong with the following statement: 'Walter now has to write with his left hand because two years ago he lost both his arms in an accident.'?"

R. "Because he writes with his left hand.
Because his left hand is not strong."

Item 47.

Q. "What is wrong with the following statement: 'A father wrote to his son, I enclose ten pounds. If you do not receive this letter, please send me a telegram.'?"

R. "Because he enclosed money."

Q. "What is wrong with that?"

R. "He may not do it!" (Agitated screech).

Q. "Why not?"

R. "I don't know!" (Again a screech).

Q. "What is wrong with this statement:

'I saw a well-dressed young man who was walking down the street with his hands in his pockets and twirling a brand new walking-stick.'?"

R. "He may not do it!" (Agitated screech).

Q. "Why not?"

R. "I don't know. I don't know!" (Agitated screech).

The above type of response suggesting unreasoned, blind prohibition occurred several times during the test and appeared to be quite characteristic of Bula's world.

2. *Problems concerned with schematization of components within specified patterns.*

All items above the seven year level were failed.

III. *Inference.*

(1) It is evident from the above responses that Bula is not orientated within a world of logical relations at the abstract theoretical level. Logical reasoning as an intellectual exercise has found no place in her world of values. Development for her has not been self-realization through discovery but a matter of external consent and dissent — mainly the latter — quite unsupported by reason. Apart from the fact that emotional involvement within the situation of threat and insecurity debars adoption of the abstract attitude, there is little concern with the search for meaning as objective truth. She has failed in developing an approach to problems which could be considered as being objective, truth-seeking, unbiased and emotionally detached.

(2) Achievements in activities concerned with schematization and the sustained suspension of the mental image fall one year below achievements in problems of congruency, suggesting that an auditory deficiency may affect the clearness of impressions, especially in tasks based on the manipulation of a figure series, and/or that visual memory images may not be implemented in the process of organization. In regard to the latter we should note, however, that the reason for such a non-implementation is due probably not to an inability but to lack of attention and concentration resulting from a poor affective contact, emotional disturbance, loss of the abstract attitude and a misdirected intentionality. Problems of schematization involving a sustained suspension of the mental image, demand close attention and prolonged concentration.

- (3) Due to the limited range of questions answered no inference could be drawn regarding the relative proficiency in problems centred in the micro- and macro-spatial worlds, respectively.

J. SPATIAL ORIENTATION.

Bula is well orientated in relation to left and right positions but not in relation to the names of the main directions. She is able to point out the directions of sunrise and sunset, respectively, but calls the former west and the latter east.

Inference. — Lack of orientation in the macro-spatial world due to defective vision and non-acceptance of responsibility for the self.

K. RÉSUMÉ.

1. *The Niveau and Structural Analysis.*

Bula attains a quantitative index of 73 based on a harmonious profile with a slight scatter above the six year age level limited to the seventh and eighth year levels, respectively. This profile strongly suggests a limited potential. All aspects of intellectual orientation reflected by the Williams Test were found to be poor. Better results were, however, achieved in the tests on the perception of wholes and good results were obtained in the tests on reading and spelling. These latter achievements are to some extent contra-indications of a weak potential and suggest that spiritual and affective influences, and also auditory and visual deficiencies, may contribute largely towards a lowering of the quantitative index. Support for this contention is found in the very different attitudes which characterize Bula's approach to the reading and spelling tasks on the one hand and the solution of abstract problems presented verbally on the other hand.

Briefly, the following may be noted:-

(1) Perception of Wholes.

- (a) The width of the visual field is restricted to six inches at the reading distance. Pictures which greatly exceed this width are apt to create unclear and faulty impressions leading to misinterpretation of their meaning. Absence of memory images of massive objects in the macro-spatial world debars spontaneous recognition of their graphic representation. Bula did not recognize the school but readily perceived the silkworm. The smaller picture of the star was recognized with comparative ease. Two Rorschach pictures were also interpreted as wholes.

(2) Memory.

Recall of visual impressions of pictures which exceed the width of the visual field is poor. Recall of auditory impressions and of facts is also poor. No meaningful disparity between visual and auditory recall was noted.

(3) Reading and Spelling.

Both reading and spelling are good. Reading proceeds at a slow but even tempo and is accompanied by insight. Eye-grasp is restricted to the individual world. Moderately effective use is made of phrasing and intonation.

(4) Expression in language.

Expression in language is very poor indeed, both as regards abstraction of the meaning to be conveyed and its organization in suitable syntactic structures. Abstract language names are not implemented and vocabulary in general is restricted. Expression is further affected by unclear articulation.

(5) Reasoning and Activities of Organization.

Bula displays a general obtuseness in noting logical relations between components, while achievements in activities concerned with schematization of patterns fall one year below the poor achievements in problems of congruency.

(6) Spatial orientation is poor in relation to the main directions in the macro-spatial world.

(7) The psychic tempo is slow throughout.

II. *Influences affecting the Quality of Achievements.*

1. *The Visual and Auditory Defects as Physical Influences.*

(a) Our measurements show that especially the width of the visual field is very restricted; $RD=7''$, $WVF=6''$.

Hearing is slightly but noticeably affected.

(b) In spite of a reading distance of seven inches for 12-pt. lettering, poor vision has resulted in an acquired close-up approach to didactical material, which further prohibits perspective, thereby hampering the perception of wholes which exceed the width of the visual field.

(c) Cognition of the graphic representation of massive objects in the macro-spatial world appears in addition to be hampered by the apparent absence of adequate memory images of such objects due to visual isolation from them in experience.

(d) Diffuse vision was noted to affect discrimination between certain letters and is further suspected of being responsible for the restricted eye-grasp and slow tempo in reading.

- (e) Only limited indications were found of the non-implementation of, or of the lack of development of visual memory images of fairly common words.
- (f) The non-implementation of the visual images of symbols in the micro-spatial world, together with weak auditory impressions in the course of verbal communication within the testing situation, were considered to be a possible explanation for the more inferior achievements in problems of schematization. These activities are influenced by lack of attention and concentration due to emotional disturbances and a misdirected intentionality.
- (g) Spatial orientation in relation to directions in the macro-spatial world appears to be affected by weak vision.
- (h) Deafness has undoubtedly affected the development of both speech and language and must thus also be seen as partly responsible for the poor achievements in reasoning, which relies heavily on language for support.

2. *The Scholastic Attunement.*

a. Affectivity.

- (1) A lability was noted in which both affective contact with the task as well as the general mood varied greatly with the type of task that was presented in the course of the two testing sessions.
- (2) Good affective contact was established with the reading and spelling tasks.
- (3) The graphic material evoked a mood of flippancy and a perverted sense of humour.
- (4) The problems of the Williams test evoked anxiety and feelings of insecurity attended by negativism and a defensive hostility.
- (5) Visibly affected by anxiety and insecurity were expression in language and reasoning. It is thus evident that Bula's existence is characterized by emotional experiences which are not conducive to the adoption of the abstract attitude.

b. Attunement to Spiritual Values.

- (1) The perception of Wholes. — A flippancy which was the outcome of non-identification with spiritual values related to propriety was noted to affect self-application and concentration. Bula, instead chose to follow psychosomatic needs and interests.
- (2) Reasoning. — Reasoning was noted to be affected by lack of identification with a logical approach to problems. Bula is not truth-seeking and unbiased. She has little concern for truth as a value in its own right.

- (3) Expression in Language. — Bula lacks identification with clear articulation and correct modes of expression.
- (4) Spatial orientation. — Spatial orientation is affected by immaturity and lack of responsibility for the self.

L. PEDAGOGICAL SIGNIFICATION.

Bula's unfavourable affective organization is the result of her heightened need for affection and security, arising out of her state of helplessness, feelings of rejection and faltering self-esteem. She has been and still is openly rejected by her mother.

Although cultural and moral standards within the home appear to be maintained at a satisfactory level, Bula's flip-pant and fickle moods indicate that she has not acquired identification with moral values related to propriety as a result of a lack of guidance accompanied specifically by acceptance and support.

Due to rejection, Bula's existence has been one of isolation, which together with non-identification with the mother, deafness and defective vision has led to retardation in the development of speech and language. And having being rejected and subjected to a blind unreasoned coercion instead of to a reasoned guidance accompanied by acceptance and support, she has been emotionally fettered and has further lacked the opportunity for identifying with spiritual values conducive to the development of an approach to life's problems which could be objective, truth-seeking and emotionally detached. Bula's world has not confronted her with such values but instead with blind, unreasoned coercion and with the threat of rejection.

It is thus apparent that changes in Bula's attitude towards theoretical intellectual values could and should be effected together with changes in the home pedagogical environment which could lead to greater emotional stability. Such changes should — despite an apparent restricted potential — lead to a more effective intellectual orientation and a higher quantitative index.

MORRIS.

A. ANAMNESIS. THE HOME PEDAGOGICAL BACKGROUND.

Age: 7 y. 8 m. Gr. I. Q.I. 100.

Vis. acuity: 6/60.

Family Constellation.

Foster-father: Kind, affectionate, sentimental, aged and blind.

Foster-mother: Professedly altruistic but quick-tempered.
Matron at children's home.

Morris adopted at age 4 years. Mother deceased in mental institution. Child abandoned by father.

Developmental History.

Pathology: Was hydrocephalous at birth, but condition improved and now appears normal. Also suffers from partial but permanent loss of hearing. Suffered from asthma up until a year ago. Eye condition discovered only after six.

Locomotion: Remained prostrate until two-and-a-half years. Walked on knees up until four.

Speech: Started talking at four. Has a slight stammer.

Schooling: Started at five in normal school. Twice retarded. Now in school for partially-sighted.

Cultural Standards. Middle-class culture. Religious, moral and ethical values are well maintained.

Economic Standards. Below average to fair. Foster-mother only support.

Parent-child relations. Foster-mother's attitude firm and strict. Not uncharitable, but attitude inspires fear. Foster-father over-protective and sentimental.

Discipline: Inconsistent in home.

Acceptance of Authority and Guidance. Compliant and accepts guidance eagerly. Generally well-behaved. Has accepted religious values with great fervour.

Habits: Neat and orderly.

Hobbies: Creative. Makes toys. Interest in motor cars. Knows names of mechanical parts. Wants to be a pilot or mechanic.

B. PHENOMENOLOGICAL OBSERVATIONS.

SUPPLEMENTED BY SCHOOL COMMENTARY AND VIEWED AGAINST BACKGROUND OF REFERENTIAL SCHEMA.

I. SPIRITUAL ATTUNEMENT.

1. *Status of Intellectual Task.*

Esteem for institution teacher and book: High.

Intellectual pursuits: Creative interests. Handicraft, drawing.

Approach: Logical.

Competitive Attitudes: Very proud of own achievements but not competitive.

Interest in ordering and classifying: Yes.

Circumspection in judgment: Yes. Concern for truth great.

Acceptance of Authority: Accepts authority and guidance. Very obedient but hyperactive. Responds to discipline. No malice.

Volitional Controls: Exerts himself in between periods of fluctuating attention due to hyperactivity.

Controls emotions but stammers.

Exercises care and control in execution of written work and is highly concerned at the level at which achievements are rendered.

Is able to apply himself independently without supervision.

II. AFFECTIVITY.

The task and the book have a strong appeal. No signs of lethargy.

Difficult tasks evoke anxiety and fear of failure accompanied by stammering.

Shows signs of feelings of inferiority and insecurity but does not withdraw or isolate himself.

Shows signs of fear on occasions of pending visits to his home.

III. SCHOLASTIC ATTUNEMENT.

Spiritually Morris is well motivated. Intellectual achievements rank high in his world of values. And the will *to know* and the will *to do* are pitted against the challenge of a threatening world, thanks to the sympathetic support of the school.

Affectively, his scholastic attunement is less favourable. Lack of security is apt to increase anxiety and fear leading to loss of the abstract attitude.

Also noted was a hyperactivity and accompanying lack of concentration which would in addition affect the level of achievement.

C. THE NIVEAU ANALYSIS.

Age Level	Items.							
Yrs.								
6	25	26	27	28	29	30	31	32
7	33	34	35	36	37	38	39	Own age level.
8	40	41	42	43	44	45	46	
9	47	48	49	50	51	52	53	
10	54	55	56	57	58	59	60	

I. Quantitative Index 100.

II. Profile. Stable at fifth year level. Spread ranges from sixth to ninth year levels, i.e. one year below to two years above the child's own age level.

III. Inference: Either a disharmonious potential, or a slight retardation with more favourable possibilities for development. In the light of the developmental history and home pedagogical background, probably the latter.

D. STRUCTURAL ANALYSIS.

I. Failures at and below own age level, relying heavily on:-

- (1) Language 35.
- (2) Memory 33 35.
- (3) Reasoning and Activities of Organization.
 - (a) Congruency. —
 - (b) Schematization. 30 33 37 39.

(4) Spatial Orientation. —

II. Passes at and above own age level, relying heavily on:-

- (1) Language. 50.
- (2) Memory. 38.
- (3) Reasoning and Activities of Organization.
 - (a) Congruency. 34 36 44 47
 - (b) Schematization. —

(4) Spatial Orientation. —

III. Inferences.

- (1) With the exception of one failure in language items and two in memory items all the failures occur in the type of item which involves schematization and the sustained suspension of the visual image, necessitating visualization, concentration and activities of organization.
- (2) A compensatory pass is attained in language as well as one in memory, while no compensatory passes are attained in items involving schematization. Failure in activities involved in the sustained suspension of the visual image is thus mainly responsible for a lowering of the Q.I. Also to be noted is that his best achievements are attained in problems of congruency.

E. THE PERCEPTION OF WHOLE.

I. *Measurements.*

Reading Distance (12 pt. lettering) : 12 ins.

Width of Visual Field: 6 ins.

(A fall-out occurs in the visual field towards the right).

II. *Score.*

1. Structured Material . . . 2 (Out of 3).
Pict. 1: "A Worm. (+).
Pict. 2: "A House." (-).
Pict. 3: "A Star." (+).
2. Unstructured Material . . . 5 (Out of 10).
(Quality good. One original).

III. *Approach.*

1. Affective Responsiveness. — Good affective contact is established. Pictures appeal immediately.
2. Spiritual Activity. — Intent on exploration. Picture one, held five inches from eyes. Sections are studied individually. Response: "Animals' heads. But not that one. That's a duck." Explores further. "No, the thing is a worm." (Arrives at a synthesis). Response to picture two: "It's a little house. But it's got a long roof. I can't draw such a long roof." Response to picture three: "A Star." No difficulty experienced.

IV. *Inferences.*

1. Pictures which exceed the width of the visual field are not initially perceived as wholes. Morris arrives at a synthesis after inspection of the sections.
2. Failure in picture two was probably due to the fall-out in the visual field. The picture was seen as a "little house" with a long roof — part of the long building remained invisible throughout exploratory glances. Affectivity and intentionality were favourable.

F. MEMORY.

I. *Analysis of Reproduction.*

1. Visual Impressions.
 - (1) The Silkworm.
 - (a) General Resemblance: Poor.
 - (b) Correctness of Pattern: Poor.
 - (c) Integration of Details: Poor.
 - (2) The School.
 - (a) General Resemblance: Poor.
 - (b) Correctness of Pattern: Fair.
 - (c) Integration of Details: Fair.
 - (3) The Star.
 - (a) General Resemblance: Poor.
 - (b) Correctness of Pattern: Poor.

- (c) Integration of Details: Poor.
- (4) Bead Chain (Item 22): Recognizes pattern immediately and reproduces it with ease.
- (5) *Remarks.*
- (a) The Silkworm. — Morris enjoying the drawing task, completes the first section, looks surprised at the half-completed second section and exclaims excitedly: "Gee whiz, look, I'm drawing a cow now." He set to work and completes the "cow," then continues with the remainder of the disjointed sections. "Look, there are three worms now and a cow." His attention had strayed completely from what he had originally set out to do.
- (b) The School. — Morris draws what he had perceived, viz., a "little house" with five windows and two doors. The door-window pattern is almost correct and the symbols are included.
- (c) The Star. — Starts drawing the star and stops again half-way. "Now just see what I've done. I'm drawing a flower. Completes the "flower" but omits the symbols. (Q.) "Did you see nothing else on the picture?" "No. I only saw a flower." His attention wanders and he immediately starts talking about the holidays.

II. *Auditory Impressions.*

Only two memory items were implicated in the tests given at and below the child's own age level, viz. one figure item (item 33, repeating three figures reversed) and one language item (repeating a sentence, item 35). Morris failed both items.

III. *Inferences.*

- (1) There appears to be no significant difference in auditory and visual recall. Achievements in both are poor.
- (2) Failure in visual recall appears to be associated with the absence of a clear and unified mental picture of what he had seen. But absence of such a mental picture is by no means the only reason for failure. A very important influence contributing to failure — probably in auditory as well as visual recall — is hyperactivity and lack of concentration. Morris finds it very difficult to sit still and devote his attention to a single matter for more than a few brief moments. He allows himself to be swept away by the appeal of any chance stimulus which enters his perceptive world. This attitude has been shown quite clearly in the manner in which he allows himself to be side-tracked by the chance resemblance of his drawings to something else in the course of their execution. The original assignment is lost sight of completely.

G. READING AND SPELLING.

I. *Analysis of Responses.*

- (1) Association of sound and symbol: Not very satisfactory. Confuses the sounds of the diphthongs.
- (2) Visual discrimination between symbols: Satisfactory.
- (3) Eye-grasp: Limited to the individual word.
- (4) Intonation and phrasing: Absent.
- (5) Approach: Book is held close-up. Use is made of neither synthesis nor analysis. Sees the words as gestalts with meanings and confuses the latter. Reads *bake* for *cook* and *boot* for *stocking*.
- (6) Tempo: Fair and steady.
- (7) Interpretation: Succeeds only after a second reading.
- (8) Errors in Spelling. — A few errors occur in spelling, mainly in the form of substitution of symbols which have similar sounds and in the form of phonetic spelling of mispronounced words.

II. *Affectivity and Intentionality.* — Morris experiences the reading task as a threat to his security. He is tense and literally breathless with anxiety. He is intent on reading as rapidly as possible, irrespective of whether he reads correctly or incorrectly, and evidently interprets good reading as rapid reading. After he had finished reading a paragraph he enquired anxiously whether the psycho-pedagogue thought he would be able to pass grade one at the end of the year.

III. *Inferences.*

- (1) *Reading is affected by:-*
 - (a) A restricted eye-grasp.
 - (b) A deficiency in the mastery of the system of symbols, due probably to an initial look-and-say approach with lack of insight into the sound structure of words.
 - (c) Unfavourable affective states.
- (2) Spelling errors occur as a result of mispronunciation (due to deafness) and the absence of the visual image as a control.

H. EXPRESSION IN LANGUAGE.

I. *Analysis of Responses.*

Expression in language is poor in all respects.

- (1) Clarity. — Morris is unable to abstract the meaning he wishes to convey, as the following example shows. (Item 24. Difference between paper and cardboard): "The paper is not made of boxes." (Intended meaning,

the paper is not *rigid* and is thus not used for making boxes). Asked to explain, he says: "Paper stands so and so (flexible) and not so (rigid), like a box." (Shows with his hands). The necessary abstract names are absent.

- (2) Succinctness — He is unable to avoid circumlocution because of a lack of abstract words.
- (3) Syntax. — Morris lacks command of simple syntactic structures. (Item 49. Similarity between a knife and a pair of scissors). "Because a knife and a pair of scissors can also cut."
- (4) Vocabulary: Adequate at a year below his own age category.

II. *Inferences.*

- (1) Expression in language is obscure and circumlocutory due to confused and concrete thinking and the lack of implementation of abstract language names.
- (2) Development has been retarded due to early pathology and deafness. (See developmental history).
- (3) Expression in language is affected by hypertension and loss of the abstract attitude.

I. REASONING AND ACTIVITIES OF ORGANIZATION.

I. *Analysis of Responses.*

1. Orientation in relation to problems of congruency.
 - (1) Selection of the quadrate component as a solution, or
 - (2) search for the quadrate component, or
 - (3) discrimination between components and determination of the incongruous component in items, are successfully completed at the expected age levels, plus two successes above the own age level. (Items 24, 25, 27, 29, 32, 34, 36, 44 and 47).
2. All tasks and problems involving a sustained suspension and manipulation of the mental images of patterns of components are failed. Implicated are organizational concepts: bigger-smaller, fatter-thinner, more-less, before-after, beginning-end. (Items 30, 33, 37, 39).

Included in these are activities such as counting backwards, reversing digits, naming preceding days in the week, and various more difficult problems.

II. *Inferences.*

- (1) Either the implicated organizational guides and controls are lacking in tasks involving the organization of patterns referred to in paragraph two above, or the third moment of the intellectual act — the moment of mental suspension and reflection — is affected. Obser-

vation showed the latter to be the case. The third moment is affected by the lack of sustained concentration, due mainly to hyperactivity.

- (2) In spite of passes attained in problems of congruency, the quality of the answers is not high due to immaturity and also to the concrete attitude and the curtailment of language at the abstract level. (We should note that in determining similarities and differences, for instance, the theme which is to act as a basis, is never given, but must be selected and introduced by the child, e.g. materials, colour, size, use, etc. and that the quality of the response is determined largely by the suitability of the particular theme employed. Concrete themes embrace trivialities common to specific objects without defining the objects concerned, while the use of categorical themes leads to authentic discrimination between groups which not only include but also define the individual. The extent to which the implication of categorical themes have become characteristic of a child's intellectual orientation would, besides predisposition, the scholastic attunement, and the development of language, depend upon age, maturity and experience; and excepting in the case of the precocious child, not overmuch could be expected at the seven year age level. The higher the age level the more we would expect in the way of categorization. Notable, however, is the fact that loss of the abstract attitude due to unfavourable affective states, results in an inability to change from an unfavourable or inappropriate theme to a more successful one — a consideration which applies in the present case).

J. SPATIAL ORIENTATION.

Morris is well-orientated only in relation to left and right positions and not at all in relation to the main directions. Knowledge of the latter is, however, not expected at his present level of development, as the main directions are normally not taught in the first grade of the primary school.

K. RÉSUMÉ.

I. *The Niveau and Structural Analysis.*

Morris, 7 years 8 months of age, attains a Q.I. of 100 in a profile which shows a sound potential and a differentiated intellectual orientation with some prospects for further improvement. The lowered Q.I. is due mainly to hyperactivity and an attendant lack of attention and concentration.

Briefly we can note the following:-

- (1) The Perception of Wholes. — Vision is affected by a fall-out in the visual field towards the right. $RD=12''$; $WVF=6''$. Pictures which exceed the width of the visual field are not initially perceived as wholes. A synthesis of their parts is, however, arrived at, but results in a faulty interpretation viz., "a little house" for a school.
- (2) Memory. — Both visual and auditory recall are poor. Apart from the influence of inadequate visual impressions — and possibly also of inadequate auditory impressions — the poor memory is the result of hyperactivity and lack of attention and concentration.
- (3) Reading and spelling. — Errors occur in reading. Morris approaches the words as "*gestalts* with meanings" without insight into their structure as combinations of sounds. He has consequently not yet attained complete mastery in the association of sounds and symbols. Eye-grasp is restricted, intonation and phrasing absent and interpretation poor. Spelling errors occur mainly as a result of mispronunciation (due to deafness) and the absence of the visual image as a control.
- (4) Expression in Language. — Command of language is rather poor in all respects. Expression suffers from obscurity and circumlocution due to confused and concrete thinking accompanied by a lack of implementation of abstract language names.
- (5) Reasoning and activities of organization. — Morris fares well in problems of congruency but poorly in problems requiring a sustained suspension of the mental image. Failure in the latter is ascribed to hyperactivity and an attendant lack of concentration.
- (6) Spatial Orientation. — Left and right positions have been mastered but the main directions have not yet been acquired.

II. *Influences affecting the Quality of Responses, including physical influences as well as the Scholastic Attunement.*

1. *Physical Influences.*

- (1) *The Visual Defect as a Physical influence.* — Defective vision is a suspected influence in:
 - (a) the acquired close-up approach and difficulties experienced in the perception of wholes;
 - (b) restriction of the eye-grasp, affecting thereby phrasing, intonation, tempo and interpretation;
 - (c) lack of development of the visual image as a control in spelling;

- (d) failure to recall and reproduce visual impressions.
- (2) *Deafness as a Physical Influence.* — Deafness is a suspected influence in:
 - (a) the poor articulation and mispronunciation of words leading to incorrect spelling;
 - (b) retarded development in the use of language.

2. *The Scholastic Attunement.*

(1) *Affectivity.*

Feelings of insecurity and anxiety were noted to affect:

- (a) expression in language;
- (b) efficiency in reading;
- (c) the quality of responses in reasoning.

Hyperactivity and lack of attention and concentration were noted to affect:

- (a) visual recall and graphic reproduction;
- (b) success in the solution of problems implicating a sustained suspension of the mental image.

(2) *Spiritual Attunement.*

Spiritually, Morris is identified with intellectual values and is well motivated, and his attitude towards his school work has, no doubt, contributed towards a relatively rapid development in intellectual orientation in which the harmful effects of defective vision and hearing as well as the effects of an earlier hydrocephalus state had to be overcome. The quality of his work and also his future development suffers, however, from rapid fluctuations in interest. Morris is able to, and does apply himself independently — but, unfortunately not consistently. He finds it difficult to confine his interest to any particular task for long.

L. THE PEDAGOGICAL SIGNIFICATION.

Morris at present attains a Q.I. of 100. From the responses examined in the preceding discussion it is evident, however, that apart from the physical effects of defective vision and hearing, his development has been, and still is, being hampered by unfavourable affective states as well as by a condition of hyperactivity accompanied by difficulties in concentration, and that any improvement in these conditions should thus be conducive to a more favourable intellectual development.

In regard to the unfavourable affective states in the form of feelings of anxiety and feelings of insecurity, we should note the following contributory causes:

- (1) Ill health and the physical defects greatly increased the child's helplessness and consequently also his need for acceptance and security.

- (2) Whilst in this state he was deprived of his mother and completely rejected by his father.
- (3) He was adopted by a foster-mother who even though she might have understood his problem was temperamentally incapable of administering to his needs.
- (4) Due to temperamental differences between his foster parents, and a lack of agreement between them, he was subjected to an inconsistent discipline and the conflicts attendant upon divided loyalties towards them.
- (5) His first two years in schools for the sighted resulted in failure which lowered his self-esteem and clouded his perspective of the future.

The hyperactivity and attendant lack of concentration, on the other hand, could perhaps be understood on a constitutional basis. The mother, who was mentally unstable, died in an asylum. Morris's hyperactivity showed itself in the testing situation to differ somewhat from the overactivity normally displayed by the child with a superabundance of energy who is called forth to active communication and becomes restless within a monotonous or boring situation to which he is frustratingly confined. Morris's responses were marked by a certain urgency — an urgency not to free himself from a confined situation, but an urgency to do and to keep on doing something even within the confines of the existing situation. After having given a hasty response to a question, he is unable to calmly abide the time until the next question is asked, but in the same breath as the preceding response, enquires tensely "what's the next question, what's next now." The satisfaction experienced in answering a question correctly is superficial and transitory. It is followed immediately by an expectant groping for the next. What we see is not a lack of interest, but a lack of sustained interest.

It is not inconceivable that the aetiology of distracted, restless states in some children, which in every day life would still pass for normal, is intimately linked with deprivation of the child's basic need for affection, especially the affection of the mother. (A near parallel is the aetiology of hypomania in the case of adults as seen by Szondi who — in an interesting hypothesis in which he disagrees with the traditional Freudian theories regarding the underlying psychologic processes in hypomania — states that the decisive event in the development of hypomania is the patient's "sudden realization of the utter hopelessness of trying to find an object which meets the requirements of a specific ideal. The realization that the truly desired object may not be found, leaves the individual with a feeling of utter indifference. He evaluates all available value objects with the standards of one who is prepared to die . . . replacing the

search for the ideal object by restless hasty grabbing . . . He may grab objects, but will soon cast them aside, knowing that they are without worth." "His gaiety," states Szondi, "is not genuine")⁶ (Author's italics).

The irretrievable loss of the beloved "*object*" — in Morris's case, the loss of the mother (herself a mentally unstable person who died in a mental asylum) — would no doubt create a life situation to which various persons, including children, would respond differently depending upon innate as well as environmental influences. In the case of Morris, we note especially that the foster-mother had not succeeded in filling the void in his world created by the death of his own mother — a void which, it is quite conceivable, could result in a more or less permanent undertone of feeling which has no specific conscious representation but which merely represents an ever present need for which no satisfaction in any attempted form can be achieved and to which Morris responds with continuous restless activity.

To conclude then, we note that his world is one of anxiety about his prospects at school, fear of his foster-mother and an unfulfilled need for motherly affection.

A change in pedagogical relationships at home and perhaps a little more reassurance concerning his good progress combined with further support at school could allay anxiety and perhaps open the way for a more effective intellectual development. Talks with the foster-parents and teachers are indicated.

AMIE.

A. ANAMNESIS.

THE HOME PEDAGOGICAL BACKGROUND AND EARLY SCHOOL HISTORY.

Age: 10 y. 2 m. Std. II. Q.I. 98.

Vis. Acuity: Right eye artificial.

Left eye, 6/12 (With glasses).

I. *Family Constellation.* — Amie is the youngest child in a family consisting of the parents and two children.

II. *Socio-economic standards.* — Sub-economic. Father a labourer in Government service and addicted to drink. Mother a full-time housewife. Kindly and self-sacrificing. Preserves religious, moral and ethical standards in the home. Marital relations are not very satisfactory.

III. *Parent-child Relations.* — A good affective relationship exists between the mother and the children. The father's attitude is marked by aloofness and total disregard for the remainder of the family. Relations between the children are marred by the jealousy of the elder brother who resents all favours bestowed on his younger sister. He often becomes vindictive towards her.

IV. *Discipline*. — Maintenance of discipline has devolved upon the mother. Amie accepts authority and responds well to guidance. She is, however, very sensitive and subject to fits of weeping and to day-dreaming. Admonitions are frequently experienced as rejection.

V. *Hobbies*. Fond of playing with carts, domestic duties and of her schoolwork. She has no friends at home. Excepting for spells of day-dreaming she is very active and makes excellent social contact.

VI. *Pathology*. — According to the mother, she developed cancer of the eye at eight months and right eye was removed. Cataract was removed from left eye. Operations were successful and no further serious illness was experienced.

VII. *Schooling*. — Started schooling at seven at a school for normal children. Was transferred to school for partially-sighted after six months, and is now reported to be doing well.

B. PHENOMENOLOGICAL OBSERVATIONS.

SUPPLEMENTED BY SCHOOL COMMENTARY AND VIEWED AGAINST BACKGROUND OF REFERENTIAL SCHEMA.

I. *Spiritual Attunement*.

1. *Status of the Intellectual Task*. — Great esteem is shown for the institution, the teacher and the book. Interested in the school library, music and dramatic art. Fond of ordering and classifying but approach to problems often lacks objectivity. She is competitive, and strives hard to achieve.

2. *Concern for truth*. — Usually circumspect in judgment. Generally truthful (blushes when telling an untruth), frank, sincere and amiable.

3. *Acceptance of Authority and Guidance*. — Accepts authority and guidance. Very sensitive to discipline, but is also repentant and shows no malice.

4. *Volition*. — Applies herself well and perseveres, but is subject to intermittent day-dreaming. Exercises care and control in the execution of the task and shows concern for neatness and the level at which the achievements are rendered. Not always successful in the control of the tender emotions. Control of behaviour in the interests of the group is effective.

II. *Affective Organization*. — Good affective contact is established with didactical material in general, but due to extreme sensitivity the emotional life is labile. She has a strong unfulfilled need for acceptance and affection and is subject to feelings of insecurity, resorting to wish fulfil-

ment, worry and self-pity in day-dreams. In addition, being closely identified with a high standard of achievement, the difficult task is not infrequently experienced as a landscape of threat and is responded to by muscular tension and periodic bouts of torticollis.

III. *Physical Influences*. — Visible eye-strain.

IV. *Scholastic attunement*. — Spiritually, Amie is well motivated, but her intellectual development and spiritual well-being are adversely affected by her present world of insecurity, day-dreaming and the threat to her self-esteem presented by failure in the didactical situation.

C. THE NIVEAU ANALYSIS.

Age Level	Items							
(Years)								
8	40	41	42	43	44	45	46	
9	47	48	49	50	51	52	53	
10	54	55	56	57	58	59	60	Own Age Level
11	61	62	63	64	65	66		

(Items in bold type have been passed).

I. *Quantitative Index*: 98.

II. *Profile*: Moderate spread below own age level covering eighth and ninth year levels. Two items are passed one year above own age level.

III. *Inference*: Possibly slight retardation. Potential not very much higher.

D. STRUCTURAL ANALYSIS.

I. *Items failed at and below own age level relying heavily on:-*

- (1) Language. 50.
- (2) Memory. 50 51 55
- (3) Reasoning and activities of organization
 - (a) Congruency 47
 - (b) Schematization 43
- (4) Spatial Orientation. Nil.

II. *Items passed at and above own age level relying heavily on:-*

- (1) Language. Nil.
- (2) Memory. 61
- (3) Reasoning and activities of organization.
 - (a) Congruency. 54 59
 - (b) Schematization. 61
- (4) Spatial Orientation. Nil.

III. *Inference:* The structural analysis shows no serious imbalance in regard to the various activities considered. Memory appears to be most affected, but a compensatory pass is attained at a higher age level.

E. THE PERCEPTION OF WHOLE.

I. *Measurements.*

Reading distance (12 pt. type) 7 ins.

Width of visual field $6\frac{1}{2}$ ins.

(Has vision of left eye only).

II. *Score.*

- (1) Structured Material: 2.

(Responses. Pict. 1: A kind of pattern, Pict. 2: A school; Pict. 3: a star).

- (2) *Unstructured Material:* 7.

Quality: Four popular responses; two poor responses. Popular responses are perseverations (three badges). Quality in general is thus not very good. (Only one animal was seen and no humans!).

III. *Affective Responsiveness and Spiritual Activity:*

The pictorial material was not responded to with much spontaneity. On the presentation of the first picture there were signs of anxiety, but also of resignation and of resolution to face a situation that was suspect — a potential challenge to the self-esteem. The picture was held at a distance of approximately six inches and a slow and careful survey was made of the various sections. After careful deliberation the response was given: "It's a kind of pattern. There are three kinds and each has an a, b, c, d, e, f or g". The school was recognized, first as "a kind of building" and then as a school. By the time the star was reached, Amie smiled, confidence and security had returned.

Inference: The response, "*a kind of pattern,*" is a projection under influence of identification with the didactical world, which in truth has become a refuge, — Amie's most coveted world. But her world is cold, sorrowful and destitute

of real living things — it is a world of objects, symbols and abstractions. The “*badges*” seen were prestige symbols. But viewed as part of Amie’s world, the quality of all the responses, considered as orientational responses in her own world is thus not poor. Failure is due not only to diffuse visual impressions of wholes which exceed the width of her visual field, but to psychological disturbances arising out of the human destitution and poverty reflected by her total life situation. The silkworm was not recognized at all. Amie has no interest in animals and has probably no clear memory image of a silkworm as an object within the micro-spatial world. The school, belonging to the macro-spatial world, was recognized, but not readily. Amie’s first response was, “a kind of building.”

We can thus infer that perception of wholes which exceed the width of the visual field is poor, including perception of objects of the micro-spatial world. The reasons for the poor perception are, however, not purely of a physical nature. The poor perception in the present instance also has a psychological basis.

F. MEMORY.

I. *Visual Impressions.*

(1) *The Silkworm.*

- (a) General Resemblance: Poor.
- (b) Correctness of pattern: Fair. (Errors in leg pattern).
- (c) Integration of details: Fair. (Smaller details omitted).
- (d) (Note: Reversal of figure and background in leg pattern).

(2) *The School.*

- (a) General resemblance: Fair. (Reversal of figure and background).
- (b) Correctness of pattern: Good.
- (c) Integration of details: Fair, but symbols wrongly placed.

(3) *The Sar.*

- (a) General Resemblance: Good.
- (b) Correctness of pattern: Good.
- (c) Integration of details: Good.
- (4) Bead and chain (Item 38).
- (a) Reproduction of pattern: Good.

Inference: Recall of visual impressions is fair to good. Failure in picture I is due to lack of insight into its meaning. An unusual type of figure and background confusion has been noted.

II. *Auditory Impressions and Recall of Facts.*

- (a) Figure Series: Fails item 51 (six figures) at 9 yr. level but passes item 61 at 11 yr. level (5 figures reversed) Fair.
- (b) Sentences: Fails item 55 at own age level. Poor.
- (c) Facts: (Item 52). No failures. Good.

Inference: Recall of language structures is most affected due, probably, to tension. (No compensatory passes). (See analysis of expression in language).

There is no serious disparity between visual and auditory recall.

G. READING AND SPELLING.

I. *Analysis of responses.*

- (1) Association of symbol and sound: Satisfactory.
- (2) Eye grasp: Restricted to the individual word.
- (3) Intonation and phrasing: Fair.
- (4) Tempo: A bit slow but comparatively even.
- (5) Approach: Holds book about four and a half inches from eyes. Use is made of both synthesis and analysis.
- (6) Insight and Reproduction: Good.
- (7) Errors in Spelling: Very few errors occur in spelling and written work is neatly executed. Two errors in a dictated passage occurred, viz. *slaai* (salad) was confused with the English sound of the vowel and spelt *sly*. *Buite* (outside) followed a strictly phonetic spelling of her own pronunciation and was spelt *byte*. Use was made of punctuation but not of capitals.

II. *Affectivity and Intentionality.*

Good affective contact is made with the book in reading. She is intent on reading well and on understanding what she reads.

III. *Inference.*

Amie is unable to read for long without visible strain. The quality of her reading is however somewhat above the average noted in most of the other cases tested, despite a restricted eye-grasp, diffuse vision and eye-strain. The good quality is ascribed mainly to a strong spiritual motivation, and to the fact that her vision appears to be slightly better than that of some of the other children.

H. EXPRESSION IN LANGUAGE.

I. *Analysis.*

Amie's expression in language suffers from confused and concrete thinking. Both the abstraction of meaning and

its organization in correct syntactic structures are poor. The following reply to item 58 (two reasons why there should be *plenty* of railways) will serve as an example: "Dis vir die treine wat die mense moet vervoer. En dat die treine nie sonder spore kan ry nie." (Literally: It is for the trains that have to transport the people. And that the trains can't run without rails). No syntactic errors occur, however, when Amie constructs sentences with given words.

Vocabulary, too, is severely restricted. Amie could only recall the names of five animals in one minute (Item 50). She does not know the names *Wagtail* and *Swallow*. She has never seen them. The only birds she knows are the guinea-fowl and the sparrow. She remembers that she had seen them in the zoo. Visual isolation and lack of affective contact with the animal world, generally, contribute towards the deficiency in vocabulary. Her vocabulary of abstract words is also somewhat restricted. *Pity* means *your forefathers*, and *grief*, *you are shy*.

II. *Affectivity and Intentionality.*

Amie being strongly motivated, obscurity in expression, accompanied as it is by poor syntax, is the outcome mainly of insecurity and anxiety in the testing situation. Anxiety is aroused only when the problem, as a thinking problem, represents a severe challenge. The intentionality is directed at maintaining the self by supplying a solution as soon as possible and not at clear and correct expression — an attempt thus at breaking through the boundaries of language without consideration for the meanings of words employed. When intent on the construction of a good sentence (item 42, sentence building), she experiences no difficulties.

III. *Inference*: Poor quality of language is due to affective disturbance and to visual isolation.

I. REASONING AND ACTIVITIES OF ORGANIZATION.

I. *Analysis.*

(1) *Problems involving Congruency.*

One item was failed below her own age level (Item 47, finding the incongruous component). Failure was again due to failure in understanding language — the word *klere* (clothes) being confused with *kleure* (colours) despite the clear context within which the word was used. All other problems below the age level were passed. Item 59, above her own age level, was also passed, but the language in which it was expressed was indeed most obscure. In determining similarities, Amie could not establish what the similarity was between a bee and a sparrow (item 41), because she did not know what a bee was and was unable

to reduce the language name to a sensory image. Amie said that a bee had once stung her eye!! but that she had never seen one yet.

The quality of her reasoning is also affected through *confused thinking* arising out of failure in the interpretation of language instructions, i.e. failure to abstract the precise nature of the meaning to be searched for. In response to item 58, she gives reasons only why there should be railways, not why there should be *plenty* of railways: the latter requires introduction of a different theme.

Further confusion results through concrete thinking, i.e. through lack of implementation of the abstract language name which supports and defines specific abstract relations and which alone can lead to clarified thinking. Amie reduces the problem to its concrete components and senses intuitively the relation between them and the solution for which she is seeking but fails to further define the exact relation clearly in terms of the abstract language name, which due to insecurity is not searched for and thus not found. In response to the question of what it is that is impossible or nonsense in the statement, "They began the meeting late, but they set the hands of the clock back so that the meeting might close before sunset" (item 59), Amie replies: "The hands of the clock can't go back so quickly" (*there will now be more time according to the clock*) "and it gets dark so quickly" (but it does not take longer to get dark) "and the sky can't just shoot back to light again" (the situation is irreversible in spite of the time shown by the clock — and thus it is impossible to gain more time by putting the hands of the clock back).

Thus, though fairly successful below her own age level, immediately above that level, Amie soon finds herself out of her depth when her reasoning is affected by deficiencies in language and by concrete thinking.

(2) *Problems involving Schematized Patterns and their organization.*

One item was failed below the own age level viz. item 43. Organization is based on the sex of three children. The problem requires reduction of abstract terms to concrete images and a very careful discrimination between, and organization of, the components. Amie's solution displayed a superficial approach — a lack of entering carefully into the problem. Success with item 61 — above her own age level which is concerned solely with the organization of symbols (repeating five digits reversed) shows that she is quite able to "hold" mental images whilst proceeding with their organization in the micro-spatial world. Item 56 implicating organization of components in the macro-spatial world, however, was failed.

Inference: Failure in reasoning and activities of organization is due to deficiencies in language and unfavourable affective states resulting in confusion and non-entrance into the problem when dealing with problems which present a threat to her self-esteem. The quality of reasoning is further affected throughout by concrete thinking. Schematization within the micro-spatial world appears to be superior to that in the macro-spatial world.

J. SPATIAL ORIENTATION.

K. PSYCHIC TEMPO.

Amie's psychic tempo was found to be somewhat slow throughout the test.

L. RÉSUMÉ.

I. *The Niveau Analysis.*

Amie attains a quantitative index of 98 based on a profile with a moderate spread mainly below the own age level suggesting no more than perhaps a slight retardation and average potential.

II. The structural analysis shows language to be the main deficiency; also that it affects other aspects of the child's intellectual orientation such as memory, reasoning and activities of organization.

Briefly we may note the following:-

(1) *Perception of wholes.*

Amie has vision of one eye only, but her vision is not quite as seriously affected as the majority of cases we have tested. ($R/D=7''$ $WVF=6\frac{1}{2}''$). Wholes exceeding the width of the visual field are not readily perceived as wholes even if they represent objects of the micro-spatial world. The quality of interpretations is affected by subjective influences.

(2) *Memory.*

There is no serious discrepancy between visual and auditory recall. The recall of language constructs is the most affected.

(3) *Reading and Spelling.*

Eye-grasp is restricted but quality of reading is somewhat above the average level due to slightly better vision and to strong spiritual motivation. Spelling is fairly good. Errors are due to faulty pronunciation and phonetic spelling.

(4) *Expression in Language.*

Expression in language is clumsy and poor in all re-

spects. It is bound down to concrete thinking and fails in providing support, structure and solutions at the higher levels.

(5) *Reasoning and Activities of Organization.*

The quality is not poor at and below the expected age level, but immediately above that level Amie is soon out of her depth, when her reasoning is affected by deficiencies in the interpretation and implementation of language and by confused and concrete thinking, especially when the problem constitutes a threat to her security. Schematization within the micro-spatial world appears to be superior to that in the macro-spatial world.

(6) *Spatial Orientation.*

Spatial orientation in regard to the main directions in the macro-spatial world is poor.

(7) *The Psychic Tempo.*

The psychic tempo was found to be somewhat slow.

II. *Influences affecting the Quality of Achievements.*

(1) *The Visual Defect as a Physical Influence.*

- (a) The perception of wholes appeared to be affected less by weak vision than in the other cases discussed.
- (b) Diffuse vision is however responsible for a restricted eye-grasp.
- (c) She is unable to read for long without visible eye-strain.
- (d) Visual isolation in the macro-spatial world has affected vocabulary (animals' names are not known).
- (e) Visual isolation is responsible for the lowered level of achievement in schematization of patterns related to the macro-spatial world.
- (f) Visual isolation is to some extent responsible for lack of spatial orientation.

(2) *The Scholastic Attunement.*

(a) *Affectivity.*

Good affective contact is made with the book, the reading and the writing tasks. Insecurity, anxiety and tension were however noted to affect reasoning and language in cases where problems at the higher levels had to be faced, resulting in loss of the abstract attitude, concrete thinking and confusion.

(b) *Spiritual Attunement.*

Spiritually, Amie is well attuned to the demands of the

didactical situation but finds it difficult to control her labile affective life due to insecurity, sensitivity and fear of rejection.

M. THE PEDAGOGICAL SIGNIFICATION.

Although Amie's potential does not appear to be very much higher than that indicated by the quantitative index, we have noted deficiencies in language which obstruct further development at the higher levels in thinking. These deficiencies were noted to be associated with visual isolation on the one hand and with feelings of insecurity, sensitivity, anxiety and physical tension on the other hand. Amie has identified herself with the school and hostel life and is intent on learning. The unfavourable affective responses noted, as well as her depressed weeping spells and day-dreaming which hamper her in her progress can be explained by viewing them against the home pedagogical background. Marital relations in the home as noted in the anemnesis, are seriously disturbed. Amie has thus for many years been subjected to the insecurity and unstable emotional atmosphere engendered in the home, in consequence of which her own world has become one of insecurity to which she responds with feelings of rejection, anxiety, self-pity, depressed weeping spells and day-dreaming. Amie through identification with the mother has accepted religious values and in siding with the mother would no doubt experience feelings of guilt towards her father, whose attitude towards her and the remainder of the family is one of aloofness (rejection). "Some part of a depressed person's behaviour can be understood as a cry for love: a display of helplessness and a direct appeal for the affection and security that have been lost. But the whole response is greatly complicated by the presence of angry hostility toward the deserting person and by guilty fear that this hostility has actually caused the desertion."

Amie has found a refuge in the intellectual world among her schoolmates and the kindly personnel of the school for partially-sighted children, but the intellectual landscapes at school are no less influenced by the clouded horizon which includes the troubled home as well as the uncertain future. Talks with the parents are indicated.

CYNTHIA.

A. ANAMNESIS.

THE HOME PEDAGOGICAL BACKGROUND AND EARLY SCHOOL HISTORY.

Age: 7 yrs. Grade I. Quantitative Index: Appr. 60.
Vis. Acuity: Unknown.

An anamnesis was taken from the school personnel and

after the test, from the mother. Information acquired from the mother proved, however, to be incomplete and entirely misleading. The impression created by the mother's information was that of an evasion of the true state of affairs. In fact, it became apparent as the interview drew to a close that the mother had completely rejected the child and that she was in no way prepared to accept her responsibility towards the child.

I. *Family Constellation.* — The family consists of the parents and six children of whom Cynthia, aged seven, is the fourth eldest. A baby had died at the age of six weeks. The cause of death was ascribed to an accidental fall. One of the children was born with a cleft palate and another with a deformity of the hand. This information including the death of the baby was not supplied by the mother but had to be obtained from other sources. According to the mother there was also no history of feeble-mindedness or of any mental disease in the family — a statement which is open to grave doubt. The brothers and sisters, according to the mother are progressing well at school. Cynthia, however, who was born with the visual defect, has made little or no progress at all.

II. *Socio-economic standards.* — The cultural and economic background is that of the average middle-class family. The father is a plumber employed in the local municipal workshops and the mother a full-time housewife.

III. *Developmental History (as supplied by the mother):* — Birth was normal. The visual defect was discovered at three months. Cataracts were removed in a series of operations but without great success. For the first two years after birth the child was very quiet and well-behaved (probably strongly introverted). She was bottle-fed from an early age. Walking commenced at two years and speech — which was slow to develop — commenced at two-and-a-half years with little subsequent progress. (She still indulges in baby-talk and articulation is very indistinct). At three she contracted measles which was accompanied by a high fever. From about the age of two, Cynthia grew impatient and was subject to endless fits of crying. According to the mother she established good contact, however, with the other members of the family, excepting with her father, whom she disliked. She enjoyed playing with her mother and with her brothers and sisters (?). The mother, however, was too busy with the household to spend much time with her and the brothers and sisters were inclined to reject her from their group. The mother had never noticed any intellectual retardation or any inclination towards self-isolation. According to the mother Cynthia was always very obedient and never received any corporal punishment.

IV. *Information supplied by the School Personnel.* —

A very different picture of Cynthia was supplied by the school personnel. The child had been brought to the school by the mother about nine months prior to the present psycho-pedagogical investigation. A medical report stated that there were no signs of feeble-mindedness (?), that intellectually, she was sufficiently developed to profit from formal school instruction (?) and that there were no bodily deficiencies (?).

A most significant fact, however, was that after Cynthia had been left behind at the school by the mother, she never again inquired after her.

It was soon established that speech and language were seriously retarded. Articulation was poor and language restricted to the incomplete phrases and sentences of baby-talk. She referred to herself as Cynthy.

It was also discovered that she was undernourished. Initially she obstinately refused to eat any other type of food than synthetic baby-foods. Gradually, however, after much persuasion and endless patience the singular unvaried pattern was dropped and other types of food were accepted.

It was further noted that she rejected all forms of social contact, withdrawing into a world of isolation of her own. This pattern persisted for the remainder of the year. She took no notice of things and events around her and tolerated no intrusion by outsiders into her world of isolation. Noise irritated her immensely. Attempts by members of the personnel to entertain her with stories were always met with the injunction to stop their noise.

In the classroom she consistently refused to co-operate with the group, responded erratically to authority and further did exactly as she pleased.

On the sportsground a similar pattern persisted, all communication with other children was stubbornly refused. If as much as touched by the latter, she would cry and scream.

It is clear that the above picture differs vastly from that supplied by the mother.

B. THE DIAGNOSTICATIVE SITUATION.

An attempt was made by the psycho-pedagogue to conduct an investigation within a formal testing situation. It was, however, soon apparent that there would be no opportunity for administering any formal tests, as all attempts at establishing a pedagogical accommodation resulted in failure. It was also found necessary to depart from standard practice and to accept the aid of a teacher who had succeeded in building up a slight measure of contact with the child.

All attempts at breaking down the barriers of Cynthia's isolation and finding a common point of departure met with responses of irritation and rejection. Cynthia refused a chair and settled down with legs folded beneath her on the floor, a few paces away from the psycho-pedoist and the teacher who had brought her in. Facing away, with her back turned towards the psycho-pedoist, she occupied herself by continuously swaying to and fro without the slightest interest in events surrounding her. Play media contained in the material of the Williams Intelligence Test was produced. A fairly large-sized bell was rung and the child invited to come and inspect the toys in the box. Her initial response was an abrupt "No." Further coaxing resulted in a sudden rush to the box, a cursory look at the box of toys, followed by a rush back to her original position on the floor and to her previous occupation of swaying to and fro. She was, however, invited back again and handed a carton containing a toy motor car. The carton was grabbed and the ends (of the folded-in type) opened with a surprising dexterity. She extracted the little red toy car from the carton and without as much as a glance at the toy, flung it to the ground away from her. She closed the carton again with equal dexterity and again returned to her previous position on the floor. There, with the carton about an inch away from the one eye she commenced on a solitary, titillating visual play in which the carton was continuously moved up and down in front of the eye. In this unvaried stereotyped form of play, she persisted for minutes on end protesting vehemently at all attempts to take the carton away from her. After a prolonged struggle the teacher, however, succeeded in retrieving the carton.

A type of form-board, in use at the school, was the next item to be presented to her. This apparatus provides for the sorting of a number of wooden discs with a diameter of about three inches. The discs consist of six different groups of geometrical forms, such as triangles, squares, hexagons, etc. Each group has a different pattern of holes in the centre of the discs corresponding with a similar pattern of metal spikes in the board into which they have to be fitted. Cynthia had learnt to handle the form-board in school. After much opposition she eventually accepted the task, and unhesitatingly, and without experiencing the least difficulty, successfully completed the assignment. Worthy of especial note, was the fact that in the course of the operation she had not once looked at any of the discs when picking them up from the mixed heap on the floor. All the discs had been correctly placed with the exclusive aid of haptic perception.

A tricycle which was next handed to Cynthia, was mounted and managed with a similar degree of skill and

dexterity. But behaviour here — as in all the previous activities — once more assumed the rigid form of a stereotyped pattern. Cynthia continued — non-stop — round and round in a narrow circle. During the ride echolalia suddenly emerged.

C. DIAGNOSTICATION.

Notwithstanding her intelligent and thoughtful appearance, Cynthia's speech and language development are at an infantile level. Spiritual values — and thus also insight into social relations appear to be totally lacking. Psychic development is estimated to have reached a level of no more than four years. Motor skill, co-ordination of both the larger and smaller muscles, haptic perception including form perception are, as contrasted with the former, very well developed. This favourable development — without necessarily excluding such a possibility — is a contra-indication of an inferior or an impaired organic structure. Due to a lack of spiritual development and interest, behaviour patterns have been curtailed at the psycho-somatic level. The intentionality is characterized by perseveration on the single pattern, by by-passing the further appeal of the world of things and an active exclusion of all human communication.

Isolation arising out of a condition of severely restricted vision accompanied by pedagogical neglect and perhaps even by a congenital organic defect or a basic brain structure impaired by fever, are complications which cannot altogether be excluded as possible causal influences in the present picture of a restricted mental development. Moreover, children in isolated cases suffering from blindness, have been noted to display symptoms similar to those reported in the present case. Notwithstanding these possibilities, however, behaviour patterns — especially the persistent and active exclusion of *all* human contact from her world — would also appear to warrant a diagnostication of Cynthia's case as one of Kanner's Early Infantile Autism.⁸

The symptoms of this autism are the following:-

- (1) The child's face has a pensive and intelligent expression which, seen together with
- (2) a normal if not superior skill in dealing with the inanimate environment, readily distinguishes the disease from feeble-mindedness.

Other symptoms are:-

- (3) A serious lack of contact with people;
- (4) A backwardness in the use of language for communication;

(5) An obsessive desire for the preservation of sameness.

All the above symptoms are clearly illustrated in Cynthia's responses. White points out that by calling such a condition early infantile autism — it is seen in children (not only blind children) as early as the second year of life — Kanner hoped to avoid a premature assumption that such children supplied the recruits for later Schizophrenia, but that most workers are inclined to view it as the start of at least a strong trend in that direction.⁹

THE PEDAGOGICAL SIGNIFICATION.

Despite the wide acceptance of an hereditary predisposing trend in Schizophrenia,¹⁰ environment is still acknowledged as an important influence in its development. In this respect White points out that "it is already clear that parents, especially mothers, play a vital part in those events of infancy which are assumed to be the starting point for Schizophrenic development."¹¹ The mother-child relationship in the present case is of especial significance irrespective of what view is taken of the child's present condition. In the course of our talk with the mother after completion of the investigation, we confronted her with the life situation of her child. The pedagogical principles fundamental to a healthy development of the child were sympathetically and circumstantially explained to her. It was pointed out that within the child's state of extreme isolation no development of any kind was possible and that the child was not ready for formal instruction in a school for the partially-sighted, but that she actually was in need of a devoted person who could without undue interference gradually assist her to emerge from her world of isolation. The inevitable results of a continuance of the condition — specifically that of an eventual feeble-mindedness if not a complete mental derangement — was clearly impressed upon the mother, whereupon it was provisionally enquired of her whether or not, if expert guidance were provided, she would be willing to co-operate and assume the role suggested. To this her answer was a cold, undaunted, "No!" "I have not the time. I have no servants. Must I neglect my household? Must I stay in an untidy house?"

Kanner's finding is — and from a pedagogical point of view, this is important — that mothers of children who suffer from infantile autism (in contrast to what Mahler¹² has since called symbiotic infantile psychosis) are obsessive, cold, distant and mechanical in their handling of their babies. It would appear that they reject the maternal role, experiencing the care of their children as a routine, unrewarding duty.

It is evident that the above pattern of existence is not conducive to the development of a healthy, reciprocal man-man relationship. Cynthia's mother appears to fit this

pattern very well. It is also clear from her affective relationship with the child that she would be of no value in any therapeutic program which could be devised to assist the child towards a healthy development. Provisionally, a neurological examination and also a further examination of the eye-condition would be of value, after which placement in a suitable school or institution able to care for her mental health would have to be considered.

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CHAPTER THREE.

CONCLUSION.

A CRITICAL REVIEW TOGETHER WITH RECOMMENDATIONS.

A. INTRODUCTION.

The present chapter represents a summary of the results obtained from what we have termed a psychopedagogical qualitative analysis of the scholastic attunement and intellectual orientation of ten partially-sighted children. Test materials included the Williams Intelligence Test for partially-sighted children as well as graphic illustrations and the Rorschach cards, which were used in tests for the perception of wholes. The graphic illustrations were specially designed for the purpose and consisted, first, of two illustrations, exceeding the width of the visual field of most of the children at their respective reading distances and representing, respectively, a silkworm (an object in the micro-spatial world of the partially-sighted child) and a school (an object in the macro-spatial world). The third illustration represented a star which, together with the Rorschach cards, could be accommodated within the visual field of most of the children. As additional aids, use was made of anamneses which were further supplemented by school commentaries and the implementation of the phenomenological method within the diagnosticative situation. Note was taken in each individual case, first, of the child's attunement to spiritual values as reflected in volitional controls, pedagogical relations, his concern for objective truth, and attitudes and activities reflecting his interests in the abstract intellectual world generally. Second, note was taken of his affective contact with the test materials and of emotional disturbances and their influence on his ability to adopt the abstract attitude.

In their interrelated combination with each other, the child's spiritual attunement and his affective organization, referred to above, have been termed by us, his scholastic attunement — an attunement which, in the case of the child, is apart from hereditary predispositions, largely pedagogically determined and which in turn, dependent upon its quality, predisposes the child to either a favourable or an unfavourable intellectual orientation within the world of the abstract symbol, represented in practice by the didactical situation, from which is protracted for our present purposes, the combined testing and diagnosticative situation.

B. THE SCHOLASTIC ATTUNEMENT.

I. *Affective Disturbances and Pathological States.*

Table one gives an indication of the incidence of

TABLE 1 - AFFECTIVE DISTURBANCES AND PATHOLOGICAL STATES.

NAME	AGE	VISION	Q. I.	Potential	Affective Contact	Inferiority	Anxiety	Insecurity	Diffidence	Inadequacy	Lethargy	Isolation	Withdrawal	Fear	Hyperactivity	Depression	Oversensitivity	Daydreaming	Hostility	Phobia	Malingering	Hysteria	Negativism	Autism	Neurotic Trends	Psychotic Trends
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Collette	8/1	R/D. WVF 3" 3"	117	+	+	+		+		+			+													
Morris	7/8	12" 6"	100	+	+	+	+	+		+				+	+											
Amie	10/2	9" 7"	98	=	+			+								+	+									
Harry	12/5	5" 5"	97	+	-	+	+	+		+				+								+			+	
Joseph	12/7	6 $\frac{1}{2}$ " 6"	94	+	±	+				+											+					
Redgy	11/6	4 $\frac{1}{2}$ " 3 $\frac{1}{2}$ "	93	+	-	-					+	+	+													
Franky	13/8	3" 3"	88	+	+			+	+					+			+									
Johnny	9/11	12" 12"	82	=	±		+	+				+	+	+											+	
Bula	11/6	7" 6"	73	+	±		+	+						+					+				+		+	
Cynthia	7/0	(?) (?)	60	+	-			+				+					+	+	+				+		+	
	Group Percentage:			+	-		40	80	10	50	10	30	40	40	10	10	30	20	20	10	10	20	10	10	30	10

affective disturbances and pathological states within the group. Column *three* indicates the reading distance (R/D) and the width of the visual field (WVF), respectively. Column *four* shows the quantitative indices of intellectual orientation (Q.I.). Column *five* indicates whether the potential has in any specific case been adjudged either as equal to (=) or superior to (+) the quantitative index obtained in the test. Column *six* gives an indication of the nature of affective contact with the test material in each specific case. A *plus* (+) indicates good affective contact a *plus-minus* (\pm), contact on a restricted and selective basis, and a *minus* (-), rejection or circumvention of the test material. Columns *seven* to *nineteen* show the presence of various unfavourable affective states (indicated by *plus*-symbols in each case) within more or less normal limits. Columns *twenty* to *twenty-four* give an indication of the incidence of neurotic and psychotic symptoms within the group.

An analysis of the data presented in table *one* shows the following.

- (1) The table shows a heavy incidence of unfavourable affective states within the group.
- (2) Three children (Johnny, Harry and Bula) display neurotic symptoms.
- (3) One child (Cynthia) displays symptoms of a severe isolation and autistic tendencies.
- (4) Six children, in varying degrees, establish an unfavourable affective contact with the test material, either in part or with the test material as a whole.
- (5) The following unfavourable affective states — in order of the number of children affected — have been noted.

	<i>Number of children</i>
(a) Insecurity in one form or another	8
(b) Feelings of Inadequacy	5
(c) Fear in some form or other	4
(d) Anxiety	4
(e) Feelings of Inferiority	4
(f) Withdrawal	4
(g) Isolation	3
(h) Oversensitivity	2

(i) Daydreaming	2
(j) Negativism	2
(k) Hostility	2
(l) Diffidence	1
(m) Lethargy	1
(n) Hyperactivity	1
(o) Depression	1
(p) Phobia	1
(q) Hysterical trends	1
(r) Malingering	1
(s) Autism	1

What we can infer from the above is, that representative of a large number of partially-sighted children are insecurity, feelings of inadequacy, fear in some form or other, anxiety, feelings of inferiority, withdrawal from the task and isolation. The incidence of isolation in the present group is quite high (30%) while over-sensitivity (20%), is lower than expected. The incidence of neurotic trends in the present group is likewise very high indeed (30%), while a case of extreme isolation associated with a condition of near blindness and autistic tendencies is also represented.

The further significance of the affective states noted, is the significance they have when viewed as influences affecting the intellectual development of these children. In this respect we note that, quantitatively, only one child shows an index indicating a superior intellectual orientation and that eighty per cent of the children tested have indices below the average of one hundred. We also note that with the exception of two cases (Amie and Johnny), the potential in all eight the remaining cases has been adjudged to be superior to that indicated by the quantitative index.

II. *Spiritual Attunement.*

The spiritual attunement of the group is reviewed in table *two*. This table reflects the spiritual attunement of the

TABLE II - SPIRITUAL ATTUNEMENT

NAME	STATUS OF INTELLECTUAL TASK					CONCERN FOR TRUTH			VOLITION				AUTHORITY and GUIDANCE of Acceptance	Total Score
	Esteem for Teacher and Book	Differentiated Intellectual Pursuits	Objectivity in Approach to Problems	Interest in Ordering and Classifying	Competitive Attitudes	Sincerity Frankness Truthfulness	Circumspection in Judgment	Humility	Self-application	Persistence	Care and control in Execution	Emotional control	Control of Behaviour	
	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	
Collette	+	+	±	+	+	+	+	±	+	±	-	+	+	9.
Marris	+	+	+	+	-	+	+	+	±	± (Hy-peractive)	+	±	+	10.
Amie	+	+	-	+	+	+	+	+	± (Day-dreaming)	± (Day-dreaming)	+	-	+	8.
Harry	+	-	-	-	-	+	-	+	-	-	-	-	+	-4.
Joseph	+	-	+	+	+	±	-	±	-	-	-	+	+	2.
Redgy	+	-	-	-	-	+	- (!)	+	-	-	-	±	+	-3.
Franky	+	- (Practical only)	-	-	-	+	+	+	+	+	+	±	+	5.
Johnnie	+	-	-	-	+Reading Writing.	-	-	±	+	+	+	-	-	-2.
Bula	+	-	-	-	-	-	-	-	+	-	+	-	±	-6.
Cynthia	-	-	-	+	-	-	-	-	-	-	-	-	-	-12.
Positive Responses (per cent)	90	30	20	50	40	60	40	+/- 50/30	50	20	50	20	70	70

group of partially-sighted children under some of the headings we have chosen for purposes of comparison. A positive identification with any particular spiritual value, attitude or condition is indicated by a *plus* (+). A vacillating or ambivalent attitude is indicated by a *plus-minus* (\pm). Non-acceptance of an implicated value is indicated by a minus (−) symbol. Positive attitudes towards the implicated spiritual values have been considered by us to be conducive to a favourable development of the child's intellectual orientation, while negative attitudes could be considered to affect such development adversely.

An analysis of the data reveals the following.

1. *Extent of agreement between attitudes and the quantitative indices of intellectual orientation.*

For the purpose of examining the relation between the attitudes towards spiritual values selected and the quantitative indices of the group, we have assigned numerical values to the symbols representing the attitudes, on the following bases: a *plus*-symbol has been accorded a score of 1; a *plus-minus*, a score of 0; and a *minus*-symbol, a score of −1. It is incumbent upon us to point out, however, that spiritual values, not being quantities that can be additively combined, the totals obtained can have no more exact signification than have the quantitative indices themselves. And while equal values have been assigned to all the attitudes concerned there is no guarantee that they all influence the quantitative index to the same extent. The totals arrived at can therefore at best only be looked upon as rough numerical indices of general trends on a comparative basis.

A high total — or index of spiritual attunement (I.S.A.) — would indicate a more differentiated spiritual attunement than a low I.S.A., whereas a low I.S.A. would be indicative of a larger number of deficiencies which could affect the child's development adversely. The results of a comparison between trends in spiritual attunement and trends in the quantitative indices of intellectual orientation on a numerical basis must thus be accepted subject to the reservations noted.

The following is a comparison of the trends based on Spearman's Rank Correlation (p).

<i>Name</i>	<i>Q.I.- Score</i>	<i>Rank</i>	<i>I.S.A.- Score</i>	<i>Rank</i>	<i>D</i>	<i>D²</i>
C	117	1	9	2	1	1
M	100	2	10	1	1	1
A	98	3	8	3	0	0
H	97	4	-4	8	4	16
J	94	5	2	5	0	0
R	93	6	-3	7	1	1
F	88	7	5	4	3	9
J	82	8	-2	6	2	4
B	73	9	-6	9	0	0
C	60	10	-12	10	0	0

$$p = 1 - \frac{6(32)}{10(100-1)} = .81$$

$$D^2 \quad 32$$

A p of .81 shows a positive correlation between indices of intellectual orientation and indices of spiritual attunement. When allowance is made for differences in potential and other influences affecting the child's intellectual orientation, the correlation is remarkably high and would tend to indicate that away from extremes either way, not inherent abilities but spiritual attunement plays a dominant role in intellectual development. Such an attunement, of course, is a pedagogical concern.

II. *A Picture of the Spiritual Attunement of the ten partially-sighted Children as a group.*

1. *Status of the Intellectual Task in their World of Values.*

- (a) Nine children or ninety per cent of the group show a high esteem for their institution, the teacher and the book.

But -

- (b) Seven children or seventy per cent are more or less restricted in their pursuit of differentiated intellectual interests and activities. (Consider the restrictions inherent in their micro-spatial world).
- (c) Seven children or seventy per cent lack objectivity in their approach to problems. (Note the heavy incidence of emotional disturbances).

- (d) Six children or sixty per cent are non-competitive. (Note the exclusion of the achievements of others from their micro-spatial world).
- (e) Five children or fifty per cent have developed no specific interest in activities of ordering and classifying. (Note the difficulties represented by such activities in the child's micro-spatial world).

2. *Concern for Truth.*

- (a) Six children show no circumspection in judgment.
- (b) Eight children in varying degrees accept humility as a value.
- (c) Seven children are sincere, frank and truthful.

3. *Volition.*

- (a) Five children show a lack of application to the task.
- (b) Five children show a lack of perseverance.
- (c) Five children show a lack of care and control in the execution of the task.
- (d) Five children experience difficulties in emotional control.
- (e) Seven children exercise effective control in behaviour.

4. *Authority and Guidance.*

- (a) Seven children accept authority and are responsive to guidance.

Summarily, we note from the above that, in general, these children show great esteem for their institution, respect authority, respond well to guidance, and that they are generally sincere, frank, truthful and well-behaved.

It is evident, however, that real zeal in the world of the symbol is largely lacking: differentiated interests and independent pursuits are very restricted; apart from attempting to improve upon their own achievements as noted in the case of a few children in our case studies, they are non-competitive; their approach to problems in many cases lacks objectivity; many show little or no circumspection in judgment, indicating a lack of responsibility and many display no interest in activities of ordering and classifying — activities incidentally, which are necessary in the process of acquiring a meaningful world.

We have pointed out very briefly, a few of the difficulties which beset these children in the course of their self-realization within the intellectual world. Those who achieve realization through the values concerned show, however, that the difficulties are not completely insurmountable. Much would depend upon the degree of spiritual potentiation and activation to which the child is subjected; upon acceptance, guidance and support; upon emotional states; and upon volitional controls. And volitional controls we note are relatively weak in fifty per cent of our cases — a fact which we should relate directly to affective states and to the pedagogical background in each particular case.

C. A STRUCTURAL PICTURE OF THE INTELLECTUAL ORIENTATION OF PARTIALLY-SIGHTED CHILDREN.

TABLE III - STRUCTURE OF INTELLECTUAL ORIENTATION

NAME	AGE	Q. I.	PERCEPTION OF WHOLES		MEMORY		READING AND SPELLING										LANGUAGE				REASONING		SPATIAL ORIENTATION				
			Illustrations of wholes which exceed width of Vis. Field and related to -	Wholes which fall within Visual Field	Vis.	Aud.	Association of Sound and Symbol	Synthesis	Analysis	Words as Gestalts	Fluency	Insight	Phonetic spelling	Spelling rules	Visual Control	Clarity	Syntax	Succinctness	Vocabulary	Implementation of Abstract Terms	Problems of Congruency	Sustained Suspension of the mental image and schematization of patterns in -	Micro-spatial world	Macro-spatial world	Left-and right-hand positions (Micro-spatial Orientation)	Main Directions (Macro-spatial Orientation)	
			1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.
Collette	8/1	117	-	-	±	±	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
Morris	7/8	100	+	-	+	-	+	+	-	×	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
Amie	10/2	98	-	+	+	±	±	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	
Harry	12/5	97	-	-	+	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	
Joseph	12/7	94	+	-	+	±	±	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	
Redgy	11/6	93	-	-	+	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	
Franky	13/8	88	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
Johnny	9/11	82	-	-	±	-	-	+	+	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	
Bulo	11/6	73	+	-	+	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	
Cynthia	7/0	60	(?)	(?)	(?)	(?)	+	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	(?)	(?)	(?)	-	

Meaning of Symbols: + = good, ± = Indifferent, - = Poor, -(+) = Very poor, +(!) = Very good, x : Use made of a specific activity, (?) = No data available.

I. *Analysis of Data presented in Table III.*

1. *The Perception of Wholes.*

Both structured material (three graphic illustrations) as well as unstructured material (the Rorschach Cards) have been included in our tests to investigate the perception of wholes. The structured material consists of drawings of (1) a silkworm — an animal commonly kept by children as a pet; (2) a school; and (3) a star. All are familiar objects to children. In addition these drawings contained letter symbols in 12-pt. type. In experience, however, the school belongs to the macro-spatial world while the silkworm belongs to the micro-spatial world. The star, as a conventional symbol, also belongs to the latter. The silkworm and the school were, however, presented in illustrations 12 inches long, so that they exceeded the width of the children's visual field at their respective reading distances. In the combined form of illustration and symbol these cards — irrespective of the objects they portrayed — were themselves objects of the macro-spatial world.

The assumption was made that failure in recognizing at least one of these illustrations would point to an inability either to perceive the illustrations themselves as wholes or to the absence of adequately developed memory images of the objects presented by the illustrations. A successful perception of one illustration but not of the other would imply that the child is able to perceive the illustrations as wholes but that adequately developed memory images of either massive objects in the macro-spatial world, or of small objects which constitute his micro-spatial world, whichever the case might be, have not been acquired.

An analysis of the results show the following:-

- (a) Four children (40%) failed to recognize both of the large illustrations but were successful in the case of the smaller illustration (the star), and the Rorschach Cards, indicating thereby that they were unable to perceive wholes which exceed the width of their visual field irrespective of whether such wholes represented objects of the micro- or macro-spatial worlds respectively.
- (b) Three children (30%), recognized the silkworm and also the smaller illustration and Rorschach Cards, but not the illustration of the school, indicating that they were able to arrive at a successful synthesis of a whole which exceeded the width of their visual fields, but that they had not acquired adequate memory images of massive objects in the macro-spatial world.
- (c) Two children (20%), recognized the school but not the silkworm. The reason for this apparent contradiction is, however, not difficult to explain. The one child, as indicated by the anamnesis and also by her projections to the Rorschach cards had, most remarkably, exclud-

ed all animals from her world and perceived "patterns" instead of a silkworm. The other child was in fact unable to perceive the school as a whole but was able to arrive at a successful rational solution by following the cue provided by the "many doors and windows."

The inferences that we can draw from the above are the following.

- (1) Wholes which exceed the width of the visual field are not readily perceived as such and frequently not at all by a large number of partially-sighted children.
- (2) Some children are able to arrive at a reasoned synthesis of what they observe by following cues represented in the details.
- (3) Memory images of massive objects in the macro-spatial world appear to be inadequate so that the objects are not recognized when presented in the form of large illustrations.

The tests, however, represent only a small section of the present investigation and for practical reasons their scope is necessarily limited. The perception of wholes and the development of adequate memory images are subjects which deserve separate investigation on a more extensive scale than has been possible in the present project.

2. *Memory.*

- (a) The Recall of Visual Impressions.
 - (i) The recall of visual impressions was poor in fifty per cent of the cases tested and indifferent in the remainder.
- (b) The Recall of Auditory Impressions.
 - (i) The recall of auditory impressions was poor in twenty per cent of the cases, good in one case and indifferent in the remainder.
- (c) The Recall of impressions must in both cases be adjudged as poor to indifferent. A slight difference in favour of auditory recall might be noted.
- (d) Relation between Auditory and Visual Recall.
 - (i) In most individual cases there are no noteworthy discrepancies between visual and auditory recall.
 - (ii) In three cases (30%) the results, in a slight degree, appear to favour auditory recall. Due to the broad and arbitrary basis on which we were obliged to make the comparison, no conclusive significance could be attached to the slight differences noted; and the result of the comparison must thus be considered as tentative.

3. *Reading.*

(a) *The System of Symbols in Reading.*

Mastery of the system of symbols has been adequately achieved by the group. Judged by ordinary standards, the quality of reading, however, is indifferent in most cases and poor in others. The reason is obvious. The severity of the difficulty presented by defective vision is reflected in the column pertaining to eye-grasp. The eye-grasp is, throughout the group, restricted to the individual word. The child is able to discriminate between symbols and words but due evidently to weak or unclear impressions, perception is slowed down and requires that full attention be centred on smaller units and for longer periods than what is normally necessary in the case of the fully-sighted. In our analyses of the individual cases in the previous chapter, the role of the eye-defect as a physical influence was pointed out and it was noted that practically without exception the eye-defect in leading to a restricted eye-grasp contributed towards the lack of phrasing, intonation and fluency that was observed, and in some cases to difficulties in interpretation of the reading matter itself.

4. *Spelling.*

With few exceptions the quality of spelling is likewise affected throughout the group. Reference to table *three*, column *fifteen*, shows a deficiency in visual control which is probably the result of defective vision. This deficiency is shown by the type of errors that occur. Predominantly a strict phonetic approach is followed — frequently of individual faulty pronunciation. And while adequate associations between sounds and symbols necessary to phonetic spelling have in most cases resulted, the support of memory images of words as additional guides and controls where a phonetic approach alone is inadequate, is lacking. It is conceivable that, due to weak, diffuse or unclear impressions, such images would be slow to develop in the case of the child with defective vision.

A second cause for errors in spelling is indicated in Column *fourteen*. In spite of effective association between sound and symbol, the system of symbols in spelling has not been fully acquired, especially by some of the older children in the group, due to a lack of insight into the system as it is affected by spelling rules.

On the whole the quality of spelling, however, is not poor but ranges mainly from indifferent to fair. In the case of two children spelling is poor and in two other cases quite good.

5. *Language.*

Table *three* indicates that language within the group is at a particularly low level of development. Columns *sixteen* and *seventeen* show that the elementary demands of clarity and syntax, respectively, are met only by the achievements of three children, or thirty per cent of the group. The abstraction of meaning and command of syntactic structures are poor, vocabulary weak and expression circumlocutory and bound down to the concrete by concrete thinking.

In the previous chapter we pointed out the relationship between affective disturbances and the child's command of language. When viewed against the heavy incidence of emotional disturbances within the group which we noted in table *one*, the present results are by no means surprising. The emotional disturbances we noted, however, were closely related to pedagogical relationships within the home and previous school experience in schools for the sighted. In two cases (Bula and Morris) deafness was a contributory cause and in one case, that of Cynthia, extreme isolation and pedagogical neglect played predominant roles. Finally, the role of spiritual attitudes towards language in the case of the older children, identification with parents and their modes of expression, and the cultural level of the home environment were in several cases noted as influences affecting the development of language.

6. *Reasoning and Activities of Mental Organization.*

Reasoning next to language is also shown by our table to be particularly poor. Having regard to the roles of language and the abstract attitude in the solution of thinking problems, the results again are not surprising. In a large percentage of the children we have tested, emotional disturbances arising out of the pedagogical background have affected both their language and attitudes of approach to problems. Not only were the quantitative results poor but in most cases also the quality of responses.

(a) *Problems of Congruency.* — Column *twenty-one* indicates that only in the case of three children (thirty per cent), are adequate successes scored at the expected levels in the solution of problems of congruency. In our detailed analysis of the cases studied, the predominant cause for failure was found to be an inability to emerge from the concrete level to the abstract level, which in thinking, is supported by abstract and categorical language names. This condition is frequently brought about by emotional stress. In other cases, of course, the child merely lacks the necessary abstract vocabulary. A further result of the concrete attitude which affected the quality of responses was an inability to change from an inappropriate theme in making

comparisons between things to a more successful one. In other cases the quality of reasoning was lowered because of the exclusive implementation of trial-and-error methods accompanied by irresponsibility, poor judgment or lack of judgment as a control. Few children displayed a spiritual approach which could be considered as being objective, truth-seeking, unbiased and emotionally detached.

(b) *Problems of Schematization involving sustained Suspension of the Mental Image and the Organization of Components within Patterns.* — These problems, as a matter of additional interest, had been sub-divided by us into two divisions on an arbitrary basis. Those of which the materials for thought would, in the case of most of the partially-sighted children, centre in a macro-spatial world, were grouped in one division, and those of which the components would centre in their micro-spatial world, in the other division. The aim was to establish if and to what extent achievements in problems related to the macro-spatial world would differ from achievements in problems related to the micro-spatial world.

The main difficulty that presented itself, however, was that of finding sufficient items suitably related to the macro-spatial world. In addition, differences in visual acuity among the group are quite considerable, and the degree of visual acuity and nature of the visual field would in each case be determining factors in deciding whether specific components are to be regarded as falling beyond the limits of competent perception as seen from within the child's specific micro-spatial world. Limited by the number of items available for our purpose, individual differences had to be disregarded so that the members of the group could all be presented with the same items. These — as considered to be related to the macro-spatial world of most of the children — involved problems concerned with: establishing the number of a house in a street pattern of houses; establishing the direction of a specified town while standing at four cross-roads; establishing which child was the biggest (also the fattest) among a group within a specified pattern of relationships; and drawing up a pattern of search for a purse lost in a large field. Items related to the micro-spatial world included activities such as completing a figure series based on a specific pattern; repeating a series of digits in reverse; and solving problems based on reversing the positions of the large and small hands of a clock.

The results of the two types of problems as reflected in columns *twenty-two* and *twenty-three*, respectively, show a distinct superiority in respect of achievements in problems related to the micro-spatial world. In fact the results of the macro-spatial problems in column *twenty-three* are particularly poor. Of seven children, for instance,

who attempted the house-and-street problem, none at all succeeded in solving it. Of those who attempted the cross-roads problem, only one succeeded.

From the present results, it would thus appear that the intellectual orientation of the partially-sighted child is adversely affected by a lack of supportive images and methods of solution with concomitant guides and controls related to situations in the macro-spatial world.

Again we have to point out, however, that due to the extremely limited scope of the tests that we were able to apply, the results for the present will have to be viewed as tentative. Tests specifically constructed for the purpose of investigating the two orientational aspects in question might be administered by us in the course of a new and more detailed investigation into the world of the partially-sighted child, which is to be presented in the form of a thesis to follow shortly.*

7. *Spatial Orientation.*

The results of tests applied for spatial orientation are reflected in columns twenty-four and twenty-five. In these tests use was made of direct questioning as well as of items of the William's-test which fell within the range of the children tested. Here again achievements in the tests on the main geographical directions show that the child is lost in the macro-spatial world at large. Eight of the children tested, have not the slightest notion of direction as related to the main geographical directions. Two children, however, had acquired the necessary method of solution in the macro-spatial world in the form of established association between right and left-hand positions and the main directions. Redgy, who fared not too brilliantly in most problems, scored a success in a problem dependent upon such an association for its solution. Incidentally, we note here, that his success was not due to a superior inherent ability, but specifically to pedagogical influence in the form of guidance by his mother!

D. RECOMMENDATIONS.

I. *Introduction.*

In the present chapter we have given pictures of the spiritual attunement, the affective life and the intellectual orientation of the group of partially-sighted children we have tested. These pictures show that in a great many cases attunement to spiritual values is inadequate, the incidence of affective disturbances exceedingly high, quantitative indices — with only two exceptions below the average, and the quality of almost all aspects of the children's intellectual orientation, indifferent to poor.

*Proposed title: "The Object World of the Partially-sighted Child."

Of special interest are indications that the intellectual development of partially-sighted children appear to suffer from a lack of orientation in what in this treatise has been termed the macro-spatial world. Tentative findings are that intellectual achievements suffer as a result of a micro-spatial perception, which is a limited and defective perception. Affected appear to be the perception of wholes, reading and spelling, spatial orientation, reasoning and activities of mental organization.

Suggestions to be put forward with a view to promoting a more favourable intellectual development of the partially-sighted child, will necessarily have to be based upon the pedagogical signification of the spiritual, affective and physical phenomena we have noted. The pedagogical implications of the observed spiritual and affective phenomena (the scholastic attunement) as related to the child's intellectual orientation, were in respect of each individual child tested, considered by us in the course of our analysis presented in the previous chapter. To those implications, in broad outline, we shall return at the completion of the present chapter. In the following subsection we shall first pay some consideration to the implications of the particular physical deficiencies which appear to characterize the world of the partially-sighted child with the object of determining what specific didactical aims should be pursued to ensure the development of a more favourable intellectual orientation of the partially-sighted child.

II. *The Visual Problem as it affects Intellectual Orientation.*

Central to the visual problem are the difficulties which beset the child in his efforts at establishing effective contact with the material world within the noëticly directed process of acquiring meaning, creating meaning and implementing meaning. For most partially-sighted children and especially those suffering from a concentric, peripheral scotoma and from myopia, the difficulties appear to centre in the lack of an effective macro-spatial perception. Such a lack affects the child first of all directly in his relations with didactical material inside the classroom, such as the book, the black-board, maps, illustrations and other visual aids. Getting close-up to things means concentrating on details and missing their relationship to the whole; getting farther away means perceiving diffuse wholes *sans* details. The partially-sighted child's micro-spatial world is thus the world of the detail which is often unrelated to the whole. Considering that it is always the whole that gives meaning to the part, the world which the partially-sighted child acquires is a world which — unsuspected by himself — must often in many respects be deficient in meaning. In the individual cases tested it was noted that without excep-

tion all the children tested had developed a close-up approach to didactical material, generally — often as close as two to three inches and frequently closer than what appeared to be necessary. This approach was noted specifically in reading and writing and in the tests on the perception of wholes.

In reading, it appears that due to diffuse impressions the child is obliged to concentrate his attention on smaller units and for longer periods than the fully sighted child, losing thereby the advantage the latter has in perceiving whole phrases which, as guides and controls, assist in the interpretation and verification of difficult words as well as in effectual phrasing, intonation and sense interpretation. Surely too, the whole page, together with paragraphs and headings seen as a unit, especially in scanning, is an important guide to meaning. What has been said about reading, applies likewise to the visual control of all forms of written work.

In the tests on the perception of wholes, the close-up approach, due to lack of perspective, was often directly responsible for failure to perceive wholes. Most interesting, and also most revealing, was the fact though, that in many cases the child never realized that the illustration that he held in his hand did in fact represent a whole. The attention was in most instances directed at a meticulous study of the details themselves. A left to right and right to left exploration usually followed. But perspective was not sought.

The handicap represented by defective vision is, however, not confined to the classroom. A sojourner in the world at large, the partially-sighted child is nevertheless obliged to inhabit and explore that world from within the confines of his own micro-spatial world, with the result that much of that world is defective and in fact absent. In effect that means that his world is poorer in quality, meaning and in content than that of the fully-sighted child. These deficiencies have implications for the development of both language and reasoning. The concrete world supplies the images at the concrete level which are necessary for effective thinking at the higher levels. And cognition of abstract relationships between things together with language are necessary for the development of concepts at the abstract level.

The implications which defective vision have for intellectual orientation are in fact possibly more serious than on the surface they may appear to be to the casual observer. It is pathetic, even tragic, when one considers some of the responses cited in our case material such as, for instance, the following given by a girl about to enter her teens: "A bee and a sparrow are the same, because they are the same

size." I have never seen a bee — one stung my eye one day, but I never saw it. I think I have seen sparrows at the zoo." Likewise, a boy sees the same ink blot as, "an animal, a building, or a fish." Consider also the lack of mental discrimination in: "a house, a block of flats or a church," given as a response to the illustration of the school included in the perception tests. Six of the children perceived the school as a house. In one case the response was "a little house." Only two children perceived the building as a school. In the graphic reproductions of three children, no distinction in size was made between doors and windows (Johnny, Redgy and Collette. See pp. 130-131).

III. *Didactical Implications of the Visual Problem.*

From the above discussion it is clear that two of the basic problems with which the school is faced are the partially-sighted child's visual isolation and his inability to perceive wholes and their parts as meaningful interrelations within his micro-spatial world. The solution of these problems constitutes a challenge which the school has to meet and for which special provision would have to be made in school equipment, the curriculum, methods and materials.

1. *An Important Didactical Aim.* — The deficiencies noted in the micro-spatial world of the partially-sighted child would thus in themselves call for and define an important didactical aim, which would consist specifically in devising ways and means in which the macro-spatial world, as a meaningful world, could be most effectively introduced into the micro-spatial world of the partially-sighted child with the object, first, of providing a more adequate content at the concrete level, and, second, of broadening out at least his mental concepts of things and their interrelationships which appertain to a world which he is unable to observe competently for himself.

2. *Equipment, Methods and Materials.* — It is not the aim of the present chapter to concern itself directly with specifications for school equipment or with devising methods and designing materials for use in the classroom, excepting in so far as to point out the need for such aids and their place within any school program which is directed at the realization of the specific aim stated above.

(a) *School Equipment.* — In relation to school equipment it will suffice to point out that both collective and individual needs have to be met in a classroom for partially-sighted children in respect of seating and lighting accommodation. Dependent upon the particular nature of the child's eye condition, either more or less light, and at different angles, is called for in each case for optimum vision. Reading books have to be of sufficiently large print and writing materials so designed as to afford as clear impressions as possible.

Adjustable book rests to suit individual needs are useful in preventing awkward and unhealthy postures.

These special innovations are necessary to assist the individual child in making the best use of what vision he has within the classroom and to promote optimum perception of the concrete and symbolical material representing the macro-spatial world and its abstract interrelations to which he is to be introduced. The school for partially-sighted children in the Republic of South Africa is, however, we might, remark, a model institution, and has under expert supervision by the Department of Education, been most adequately provided for in regard to buildings and school equipment.

(b) *The Curriculum*. — In view of the child's isolation from much of the material world which in the case of the fully-sighted child is included in his every-day experience, the present writer feels that some benefit might be derived from the inclusion of an additional subject within the curriculum, consisting of a rapid, cursory and more extensive study of nature and the various fields of human endeavour, such as industry, commerce, art, sport, social life, etc., than is customary in the ordinary school. Such a study could be presented in the form of a special course, say — to suggest a name — *Panoramic Studies of Man and Nature*, alongside the various intensive courses constituting the normal curriculum followed in most schools.

The main aim of such a course would be to bring the macro-spatial world to the child in visual form.

(c) *Visual Aids*. — Bringing the macro-spatial world to the child, implies the use of visual aids representing the macro-spatial world, and the adaptation of such aids to provide for the limitations inherent in the child's micro-spatial world. A more extensive investigation into such limitations should be conducted than has been possible within the scope of the present treatise.

Aids which could perhaps be considered are the following.

- (i) An encyclopaedic picture library of loose annotated pictures for extensive as well as intensive use.
- (ii) Slides and films.
- (iii) Miniature adaptations of the film projector, desk operated, projecting on a screen approximately three inches by three inches and so designed that they permit of an unobstructed vision of the screen at a distance of say, from six to twelve inches.
- (iv) Miniature maps representing wholes, such as continents, countries, etc. for use as orientational guides prior to any study of details.
- (v) Closed circuit-television where available.

3. *The Close-up Approach*. — It is also evident that there

is a great necessity for teaching the partially-sighted child to add a new dimension to his perceptive world — the dimension of perspective — so that he may learn to orientate himself intellectually. In the case of all children tested, it was obvious that the close-up approach had developed into a fixed habit. Such habits are not easily broken down. The child would consistently have to be encouraged to use a combined approach, alternately moving things closer and farther away; having regard for the whole as well as for the part; viewing critically, detached and with judgment.

4. *Reading, Writing and Spelling.* — In reading, the visual limitations of individual children would have to be duly reckoned with and attempts at broadening the eye-grasp should perhaps not be made at the expense of the accurate perception of individual words. A slow but careful reader would be preferable to a hasty and unreliable one, such as was noted in the case of one of the children tested.

Visual control in writing and spelling should also be encouraged. In the following subsection, more will be said regarding the visual and volitional controls.

IV. *The Pedagogical Implications of the Spiritual and Affective Phenomena which collectively determine the Child's Scholastic Attunement.*

In the present treatise the view has been taken that intelligence tests of the Stanford-Binet type — to which the Williams Intelligence Test used by us, also belongs — do not test a child's innate intelligence, but at best give a rough indication of the level of an intellectual orientation, to which upbringing and formal education contribute in no small measure.

Intellectual orientation is an orientation of the child with his intelligence within the abstract world of the symbol. It results from contact with and self-application in such a world, and is supported in its development by the child's scholastic attunement, i.e. his identification with spiritual values, interests and attitudes on the one hand, and an affective organization which permits of the adoption of the abstract attitude on the other.

The implementation of volitional controls leading to self-application, perseverance, judgment, verification of responses, neatness, orderliness, etc., is an indication of the measure of *responsibility* the child displays towards such values, and thus also of the success attained by parents and teachers in their upbringing of the child — since it is exactly *responsibility towards spiritual values* that constitutes the pedagogical goal.

In bringing up the partially-sighted child, the goal could be no different. It might, however, be less easily

achieved due to the influence of affective disturbances to which the partially-sighted child, as a child with a defect, is more readily disposed.

1. *Pedagogical Relations at Home.*

In our individual case studies we had in respect of most of the children, indicated the relationship between deficiencies in scholastic attunement and intellectual orientation on the one hand and deficiencies in pedagogical relations, especially in the home on the other. These last included disturbed marital relations at home; lack of affection; excessive demands by parents coupled with lack of aid; domination and over-protection; and also outright rejection.

2. *Pedagogical Relations at School.*

Reverting to pedagogical relations at school, we note that, in general, the children appear to be a happy, well-contented group, who are obviously fully accepted by their teachers. Reference to table *two*, column *one*, provides adequate testimony in this regard. The responses of some children within the diagnosticative situation show, however, that certain aspects of the children's spiritual attunement, as indicated in table *two*, especially circumspection in judgment, care and control in the execution of the task, self-application and perseverance, have in respect of a sizeable proportion of the group not yet been fully realized. In written work and spelling, some superior achievements were noted within the diagnosticative situation, while in other cases the visual defect proved to be a serious hindrance to effective control. In some cases, however, deficiencies had to be ascribed to an inferior scholastic attunement. In such cases reference should be had to the affective organization of the child concerned as well as to the home pedagogical relations, and the child referred to a psycho-pedagogue for a psycho-pedagogical investigation if necessary. Also to be considered, however, would be the role of the teacher.

3. *The Role of the Teacher.*

(a) *Activation and Potentiation of Spiritual Controls.* — In written work, generally, standards of performance comparable with what is achieved in schools for the fully-sighted could not in all cases be expected and should thus not be demanded. It is evident though that a very real danger presents itself against which the teacher should be fully guarded, namely, that motivated by sympathy for the child, she might in lowering her standards of expectation, unwittingly adopt an attitude which the child could easily interpret as approval for laxity, and thus fail in her duty by not confronting the child with his responsibility towards making

the best use possible of what talents he has. Such an attitude would do incalculable harm to the child and could not but lead to complete defeat in the realization of the true pedagogical goal. The teacher should, it is true, not measure her success against the standard of the written work produced by the child, as this would necessarily vary greatly from child to child, but rather against the measure of steady improvement where such is possible, and especially against the measure of responsibility the child reveals through self-application, perseverance, and care and control in the execution of the task. To these ends the child should be spiritually potentiated, activated, assisted and consistently supported, while due allowance is made for the nature of his defect and the degree to which visual acuity and the visual field are affected.

In regard to writing and spelling, a significant fact is, that where vision is most seriously affected, the quality of writing would suffer most and that it is precisely a child so affected who has the greatest need for a clear and legible hand in order that he may be able to exercise the visual control which is necessary in spelling as well as in the neat and orderly arrangement of his work. Only to a lesser extent, however, does the same need apply to all partially-sighted children. No efforts should thus be spared in attaining the best of which the child is physically capable.

(b) *Diversification of Spiritual Interests.* — Alongside the activation and potentiation of spiritual controls, the teacher's role would extend towards the promotion of a greater diversification of intellectual interests and independent intellectual pursuits embracing, especially, activities of ordering and classifying wherever possible. This is especially necessary because the child, encapsulated in his micro-spatial world, is isolated from the macro-spatial world physically, and not infrequently also emotionally and spiritually. He is thus in a less favourable position to respond to the appeal of things around him. And not only is he less easily called forth into the macro-spatial world but has to exert himself much more specifically in establishing effective contact with it. Moreover, in the case studies of at least three children, evidence in the form of expressions and projections was provided which showed that the macro-spatial world was experienced as a dangerous world and thus as a world to be avoided. Dangerous things might lurk in invisible crevices.

4. *Summary.*

In the present chapter, pictures of the scholastic attunement and intellectual orientation of ten partially-sighted children have been presented. Consideration has also been given to the didactical and pedagogical implications of

the deficiencies that were noted, together with the problem of practical measures for their alleviation. In regard to such measures we have noted the following suggestions.

- (a) The introduction of a special subject, having for its aim an improved perceptive contact with the macro-spatial world, under the name of, *Panoramic Studies of Man and Nature*.
- (b) The introduction of visual aids adapted to the requirements of the partially-sighted child.
- (c) Direct guidance in perception aimed at adding a new dimension to the child's perceptive world in the form of perspective.
- (d) Encouragement of a careful perception of symbols rather than speed in reading until adequate habits in careful discrimination have become fixed.
- (e) Encouragement of visual control in writing and spelling.
- (f) Spiritual potentiation and activation by the teacher, aimed at:-
 - (i) Raising the level of responsible volitional controls.
 - (ii) The promotion of a greater diversification of intellectual interests and of independent intellectual pursuits.

Finally, we would say to parents and teachers: affection is most necessary, but alone it is insufficient. Confronted with his task, the partially-sighted child, who is a child with a physical defect, will require *aid*, "exactly there where he finds himself." And confronted with his problem, he will require *guidance*. And having received both, he will require *support* — not to increase his dependence, but specifically to support him on his way to responsibility, maturity and a worthy adulthood.

Test Material: Silkworm and School.

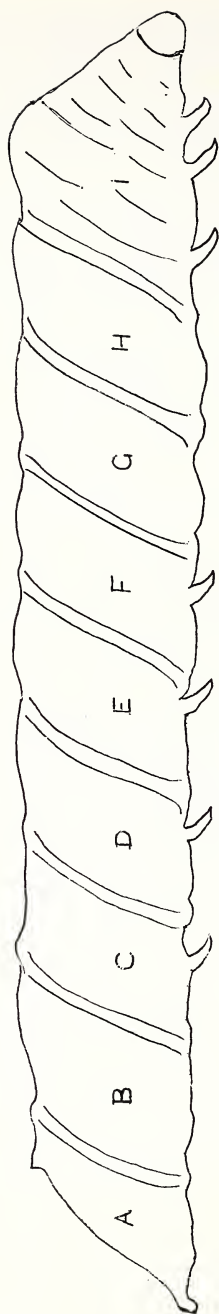


Fig. 1.

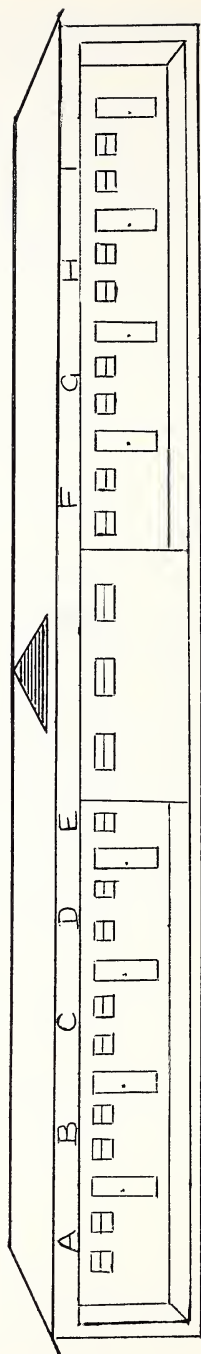


Fig. 2.

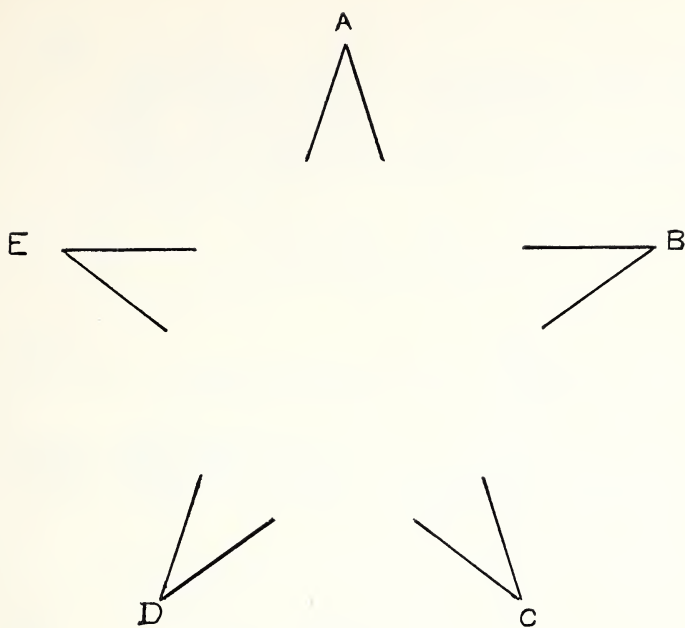


Fig. 3

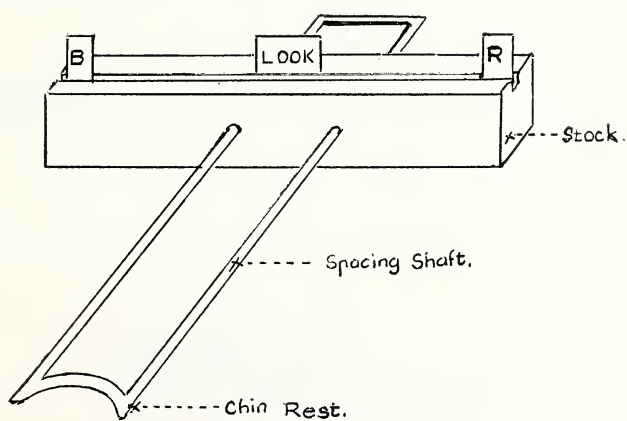
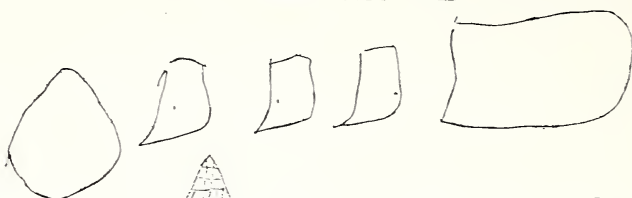
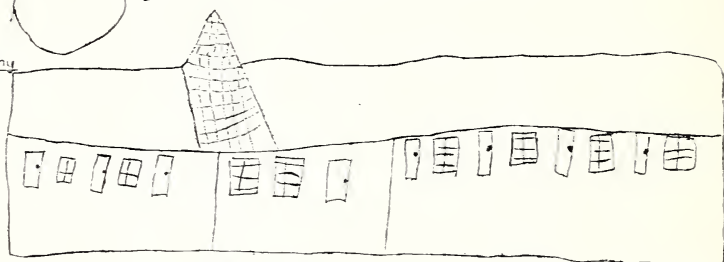


Fig. 4.

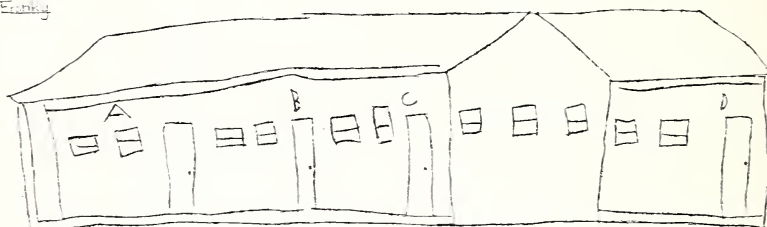
Reddy



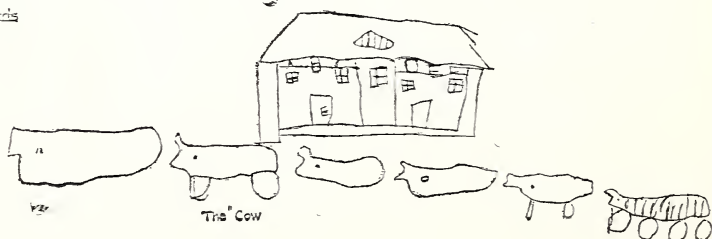
Johnny



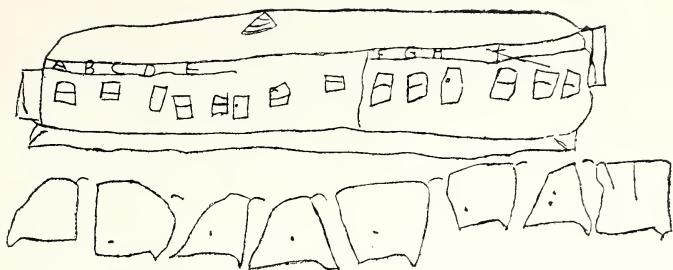
Franky



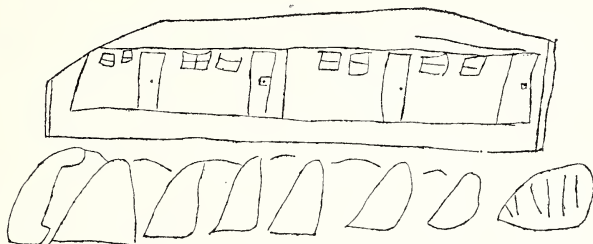
Morris



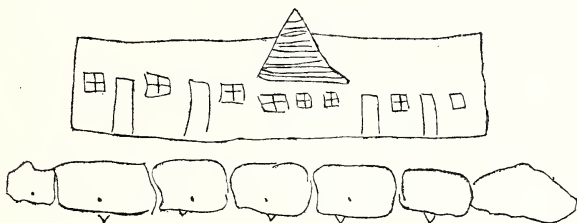
Collette



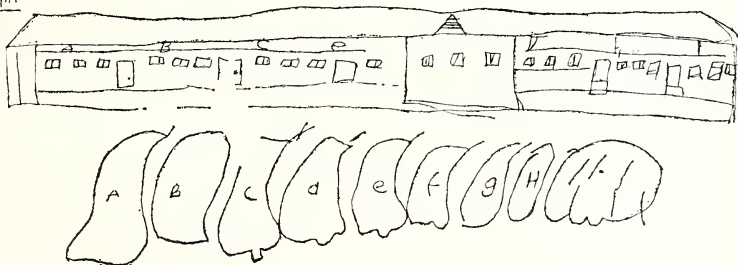
Harry



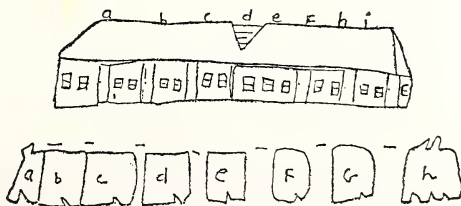
Bula



Joseph



Amie



LB1131 van der Merwe, S.W. C.
M559 Pictures of the
intellectual orientation
of partially-sighted
children.

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